

**CANADIAN**

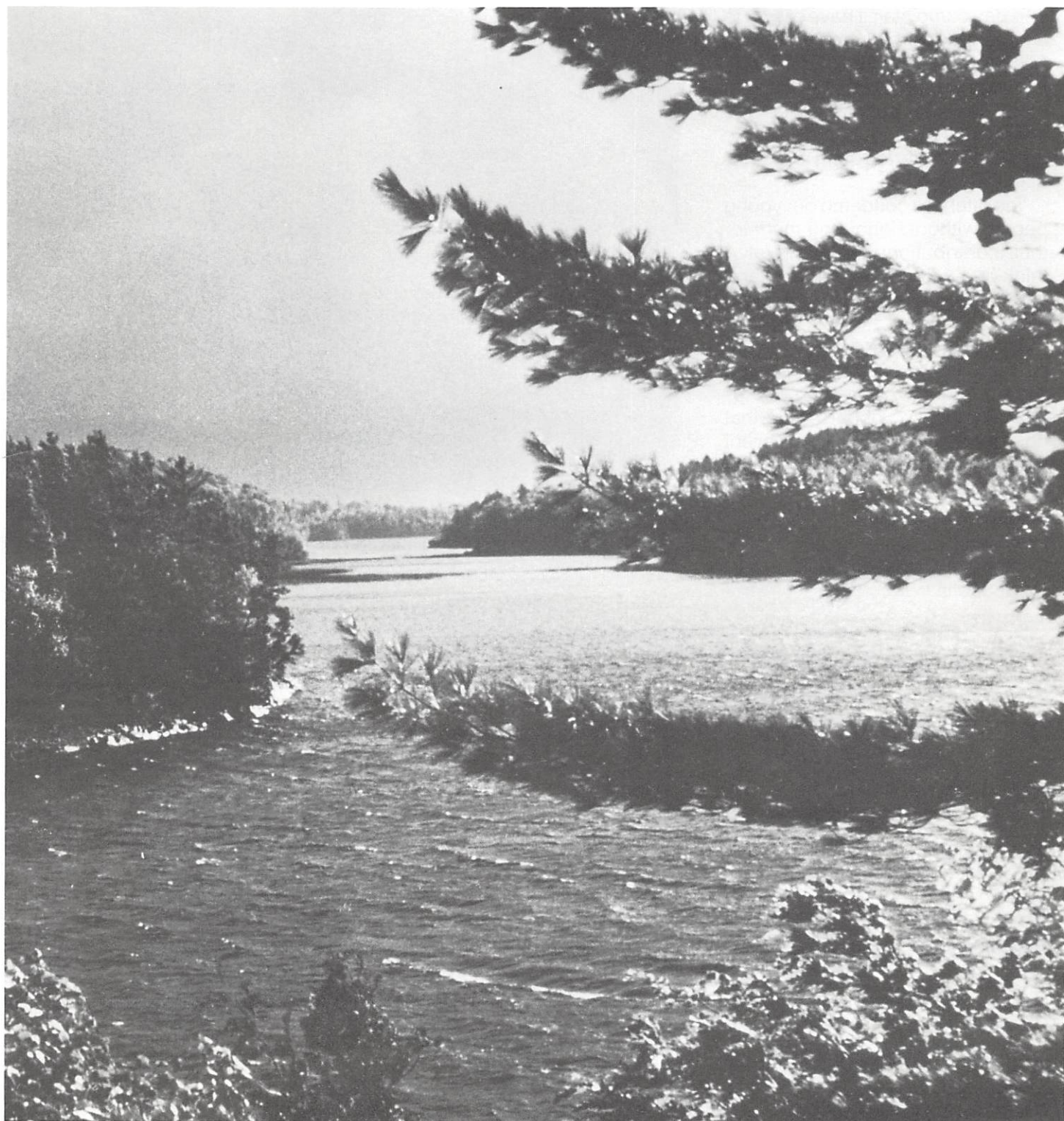
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# Camping



# LETTERS TO THE EDITOR

May I commend you on your editorial in the summer issue of "Canadian Camping". I think it was the best editorial on young people that I have ever read.

We have made copies of this and circulated them to all our residential and day camp staff. I have read it to a large group who were honouring Miss Norma Lloyd on her twenty-fifth anniversary with the Department. Several people asked me afterward if I had copies of the article, and I referred them to "Canadian Camping".

Too often we condemn our young people without honouring them for their contributions to our society. I think your editorial pays honour and gives them the respect that is due to them.

Thanks for your work over the past four years as editor. I think you have brought to "Canadian Camping" a dedication of hard work that has been evidenced in any event that you have worked on over the years.

George H. Matthews  
President  
Camping Association of  
Nova Scotia

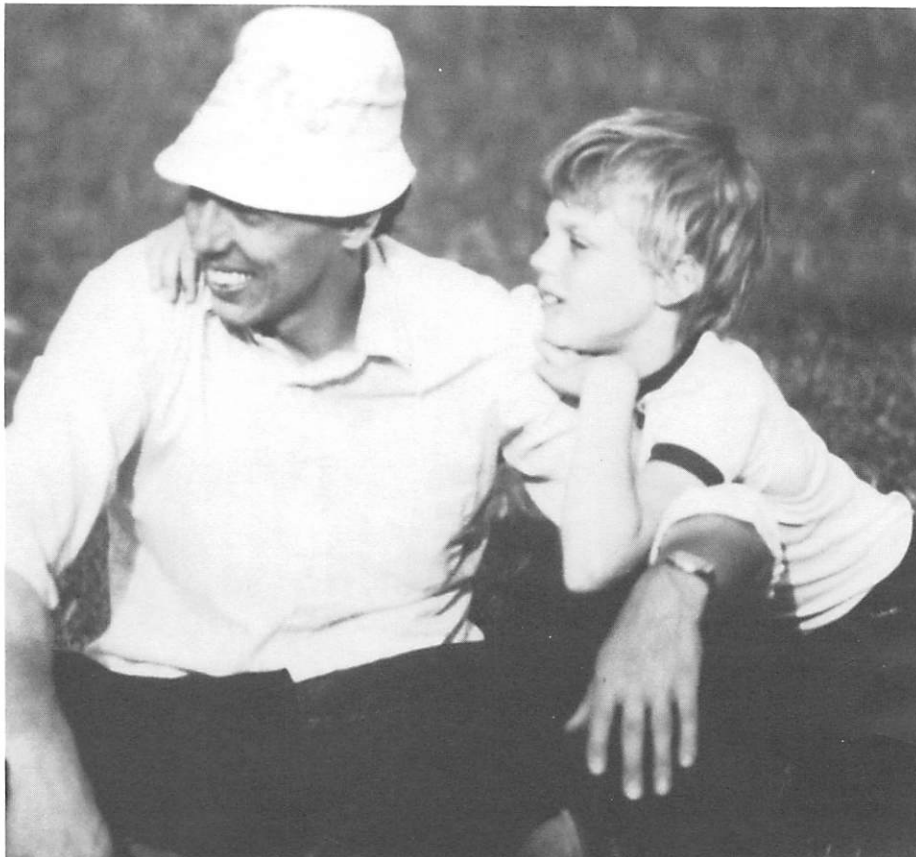


Photo: Jay Haddad

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## Editorial Policy

Jay Haddad, Editor

The ideas expressed in the Editorial are those of the Editorial Committee and not necessarily those of the Canadian Camping Association/Association des Camps du Canada. The views are expressed to provide stimulation and comment. We invite you to respond in "Letters to the Editor" to *Canadian Camping*, 1806 Avenue Rd., Suite 2, Toronto, Ontario M5M 3Z1.



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# EDITORIAL

## Moral Choices!

It's an interesting reflection for those of us occupied in the "People professions" to examine how we debate and discuss ethical issues among ourselves and to initiate certain exercises which promote moral development in our campers – but at the same time, science is spiralling out of control!

With genetic programming, in vitro fertilizations, pain control, surrogate gestation, active and passive euthanasia, ultra-sound monitoring and many many procedures rapidly advancing our scientific capabilities, our ethical and moral decision-making ability lags light-years behind the scope of science. There are children running around in school playgrounds today who were conceived in a test tube in a scientific laboratory and we, as adults, are still mired in discussing the ethics – pro and con – of such a procedure.

A college co-ed can easily fetch \$2,000.00 for a nine-month rental of her womb to a couple incapable of child-bearing because of the wife's infertility. The college student receives tuition money and living expenses and also may feel she's providing a service for a couple who otherwise wouldn't be able to share the miracle of childbirth – now, through her, they can! She has legally stated that the fetus, upon birth becoming a baby, belongs to the infertile couple. Is there any wrong with this? Should anyone intervene and, if so, who? The police? Children's Aid? Should politicians enact legislation promoting or forbidding these services?

Ten years ago in the New Jersey Supreme Court, the parents of Karen Ann Quinlan won the right to remove their daughter from life-support systems in order to allow nature to take its course. As nature would have it, Karen Ann lived in a comatose state, free of respirators, for ten years prior to her death earlier this year. This act of "passive euthanasia" divided the country's moral conscience as many called the Quinlan's heroic and honourable while others called them unethical and anti-God! Did they truly love their daughter or was their victory in the Supreme Court an easy attempt to give up on their daughter's struggle for life itself?

Perhaps no other man in North America has caused us to think more about "active euthanasia" than Derek Humphry. Formerly from Great Britain, he received notoriety when he gave a lethal dose of poison to his terminally-ill wife (she had asked him for it and a friend, a medical doctor, had prepared it for them). He wrote a book entitled "Jean's Way" where he described their life together, their love, and their pact; he later founded the Hemlock Society in England, currently with Canadian and American chapters. He has appeared on many national talk-shows and he recently wrote "Let Me Die Before I Wake", a book that Canadian Customs attempted to ban because they feared it was a "recipe" book on how to die. More than anything else, it gets people discussing vital issues like life, love, death, pain, terminal illness and our ability to assume control over our destiny on several of these matters. One reason it's very important to discuss morals and ethics is to comprehend the notion that they are never absolute – what is right for one person may be wrong for another! Added to this, modern medicine frequently tosses moral and ethical questions back on to a family's collective lap for them to make a decision; at this point, it definitely helps to know what the ill or dying person has stated or declared or would declare had he/she been able to do so. It's this area of deciding for someone else which has left many families split down the middle with a great deal of acrimony and bitterness involved. Many states (about twenty) now have a Living Will and Durable Power of Attorney, where people of sound mind and body declare what their will would be should they ever be unable to think, act or make decisions on their own behalf.

Florida and Texas, among other states, are considering changing century-old immunity from prosecution to clergy, who frequently hear of

criminal acts which have been committed or which are going to be committed, and they (the clergy) refuse to notify authorities or families (as in cases of sexual abuse). Many fundamental questions about rights, constitutionality, religious commitment to privacy are being opened and examined as never before. What would you do if you were a priest and you heard in a confessional that the person sitting two feet away from you was going to commit an act of murder very shortly? This question, unfortunately, is not hypothetical!

Moral choices are unavoidable and for this reason, above all else, they should be discussed whether hypothetical or real, between Director and Staff or between Staff and campers. Examine a few possibilities:

Would you, a counsellor, tell your fellow counsellors what salary you were earning, if asked? Do you think Staff salaries should be public knowledge throughout the camp or not?

Suppose that a counsellor tells you, the Section Head, something that he did that would cause him to be fired if the Director found out. What criteria are used to determine whether or not you remain faithful to the counsellor under you or do you go to the Director over you? What if you choose not to go to the Director and the Director later find out you knew all along? What if you go immediately to the Director and a "good" counsellor is fired and you are now perceived as a "squealer"?

Suppose a 15-year-old female camper tells you, her counsellor, that she had sexual intercourse with a 19-year-old male tripper. Would you automatically believe her? Would you confront the tripper yourself? Would you automatically run to the Camp Director?

What if a counsellor told you, a fellow counsellor, that he stole something from the camp office; do you remain loyal to your friend or loyal to the camp?

What if you are asked by your best friend to "cover" for her because she has accepted a date with someone other than her boyfriend; she wants you to lie to her boyfriend if he should happen to call. Is lying an ethical choice given the circumstances? Sometimes? Never?

You, a Camp Director, are walking past a Staff cabin late at night; you hear your name and stop in your tracks. You continue to listen and find yourself moving closer to the screen through which you can hear the conversation clearly. You listen as four of your Staff members cut you up for a decision you made earlier in the week; gradually, the conversation shifts and they begin making assumptions about your personal life which are disparaging and this upsets you greatly. What do you do? Must you "bite the bullet" and accept the fact that you were "eavesdropping" which is hardly ethical to begin with? Would you confront the four Staff members and attempt to defend yourself?

Moral choices are unavoidable – and the more we talk about them, the better equipped we are to assimilate diverse opinions and to embark on a course of action that we genuinely feel is correct. In many cases, there are no such answers as "right" or "wrong" but answers which vary in degrees of appropriateness. Kate Millet recently said that "moral decisions are the real intensity of not only our intellect, but our emotions! They are far more interesting than anything else." The truly exciting decisions we all have as free-willed individuals deal with life, love, pain, lust, anger, honesty, temptation, revenge, forgiveness, jealousy and so on. Helping young people to make autonomous, critical decisions and assume responsibility for those decisions should be a high priority in education, camp discussions and development of moral philosophy. Open discussions about all of life's sensitive issues are as essential as they are unavoidable in attempting to enhance a child's understanding of our complex and fast-moving world. Keep talking!

# EDITORIAL

## Les choix moraux!

Pour nous, qui sommes engagés dans des professions libérales, il est intéressant d'examiner les débats et les discussions au sujet de la morale et d'offrir un champ d'épanouissement des valeurs morales de nos campeurs – mais en même temps, les progrès de la science nous bombardent!

Avec la programmation génétique, la fertilisation in-vitro, le contrôle de la douleur, la "gestation substituée" (surrogate gestation), l'euthanasie active et passive, les examens aux ultra-sons et plusieurs autres procédés, nos capacités scientifiques se développent rapidement mais nos aptitudes à prendre des décisions conformes à la morale sont beaucoup trop lentes par rapport au progrès de la science. Il y a aujourd'hui des enfants qui courent dans les parcs d'amusement qui ont été conçus en laboratoires et nous, adultes, sommes encore à discuter le pour et le contre de tels procédés.

Une étudiante peut facilement obtenir \$2000.00 pour la location de son sein pour une période de neuf mois, pour un couple incapable d'avoir des enfants dû à l'infertilité de la femme. L'étudiante reçoit de l'argent pour ses dépenses et elle sent qu'elle rend service à un couple qui, autrement, ne pourrait partager le miracle de la naissance – maintenant, grâce à elle, ils peuvent! Elle déclare aussi que l'enfant, à la naissance, appartient au couple infertile. Y a-t-il quelque chose de mal dans ce fait? Est-ce que quelqu'un devrait intervenir et, si oui, qui? La police? L'Aide à l'Enfance? Est-ce que les politiciens devraient émettre des lois encourageant ou interdisant ces services?

Il y a dix ans, à la Cour Suprême du New Jersey, les parents de Karen Ann Quinlan ont reçu le droit de retirer le système de support qui gardait leur fille en vie afin de permettre à la nature de suivre son cours. Karen Ann a vécu pendant dix ans précédant sa mort, survenue plus tôt cette année. Cet acte "d'euthanasie passive" a divisé la conscience du pays. Plusieurs parlaient des Quinlan comme étant héroïques et honorables alors que d'autres les considéraient comme étant immoraux et contre Dieu! Est-ce qu'ils aimaient vraiment leur fille ou si leur victoire en Cour Suprême était une façon simple d'abandonner la lutte pour la vie de leur fille?

Aucun homme en Amérique du Nord nous a fait plus réfléchir au sujet de "l'euthanasie active" que Derek Humphry. Natif de la Grande-Bretagne, il a reçu notoriété quand il a donné une dose mortelle de poison à sa femme atteinte d'une maladie incurable. (Elle le lui avait demandé et un ami, un médecin, l'avait préparée pour eux.) Il a écrit un livre intitulé "Jean's Way" où il décrit leur vie ensemble, leur amour et leur pacte; il a plus tard fondé la société Hemlock en Angleterre, représentée au Canada et aux États-Unis. Il est apparu à plusieurs reprises au réseau de télévision national et a récemment écrit "Let Me Die Before I Wake" un livre que les douanes canadiennes voulaient bannir de peur qu'il soit considéré comme un livre de "recettes" sur la façon de mourir. Entre autre chose, ceci amène les gens à discuter de questions vitales telles que la vie, l'amour, la douleur, les maladies incurables et notre capacité d'assumer un certain contrôle sur notre propre destinée. Une des raisons pour laquelle il est important de discuter de morale et d'éthique c'est qu'il est nécessaire de comprendre la notion qu'elles ne sont jamais absolues – ce qui est bien pour une personne est peut-être mal pour une autre! Ajoutée à cela, la médecine moderne rejette souvent sur la famille les questions de morale et d'éthique et c'est à elle que revient le soin de prendre la décision; à ce point, il est important de savoir ce que la personne malade ou mourante désire ou désirerait si elle était capable de prendre la décision elle-même. Cette responsabilité de décider pour quelqu'un d'autre divise souvent les familles et laisse derrière elle beaucoup d'amertume et d'acrimonie. Plusieurs états (environ vingt) ont maintenant un "Testament Vivant" et un "Mandat Durable" où les gens sains de corps et d'esprit déclarent ce que serait leur volonté s'ils devenaient incapables de penser, d'agir ou de prendre des décisions par eux-mêmes.

La Floride et le Texas considèrent changer l'immunité de juridiction attribuée aux membres du clergé qui souvent, entendent parler d'actes criminels qui ont été commis ou qui seront commis et ils refusent d'en avertir les familles (comme dans les cas d'abus sexuels). Plusieurs questions fondamentales au sujet des droits, de la constitutionnalité, de l'engagement religieux à la confidentialité sont ouvertes et examinées en profondeur. Qu'est-ce que vous feriez si vous étiez un prêtre et que vous entendiez dans un confessionnal que la personne à deux pieds de vous va commettre un meurtre? Cette question, malheureusement n'est pas hypothétique.

Les choix moraux sont inévitables qu'ils soient hypothétiques ou réels. C'est pour cette raison qu'ils devraient être discutés entre directeur et employés ou entre employés et campeurs. Examinons quelques possibilités:

En tant que moniteur, iriez-vous dire à vos amis moniteurs quel salaire vous gagnez si ils vous le demandaient? Pensez-vous que le salaire du personnel devrait être connu publiquement dans le camp ou non?

Vous êtes chef de section. Supposons qu'un de vos moniteurs vous dise qu'il a fait quelque chose susceptible de le faire renvoyer si le directeur l'apprenait. Sur quels critères vous basez-vous pour déterminer si vous restez fidèle au moniteur ou si vous allez le dire au directeur? Qu'arrivera-t-il si vous choisissez de ne pas le dire au directeur et que celui-ci apprend plus tard que vous le saviez depuis le début? Qu'arrivera-t-il si vous le dites au directeur et qu'un "bon" moniteur se fait renvoyer et que vous êtes maintenant perçu comme un "bavasseur"?

Vous êtes moniteur et une campeuse de 15 ans vous dit qu'elle a eu des relations sexuelles avec un excursionniste de 19 ans. Est-ce que vous allez la croire? Est-ce que vous allez faire face au jeune homme vous-même? Iriez-vous voir le directeur du camp?

Qu'est-ce que vous feriez si votre meilleure amie vous demandait de mentir parce qu'elle a accepté de sortir avec un autre garçon; elle veut que vous mentiez si jamais son ami appelait. Est-ce que mentir est un choix moral dans ces circonstances? Quelquefois? Jamais?

Vous, un directeur de camp, passez devant la cabine du personnel tard le soir; vous entendez votre nom et vous vous arrêtez. Vous continuez d'écouter et vous vous retrouvez près de la fenêtre d'où vous pouvez entendre clairement la conversation. Quatre membres du personnel sont en train de critiquer une décision que vous avez prise plus tôt dans la semaine; la conversation passe alors en revue votre vie personnelle et loin d'être flatté vous en êtes bouleversé. Qu'est-ce que vous faites? Devez-vous "mordre la poussière" et accepter le fait que vous "écoutiez aux portes"? Cela ne fait pas partie de la bonne étiquette! Feriez-vous face aux membres du personnel dans le but de vous défendre?

Les choix moraux sont inévitables – et plus on en parle, plus nous sommes préparés à assimiler les diverses opinions et poser les gestes qui nous semblent appropriés. Dans plusieurs cas, il n'y a pas de "bonnes" ou de "mauvaises" réponses. Elles varient selon leur degré de justesse. Kate Millet a dit récemment que "les décisions morales ne sont pas seulement l'intensité réelle de notre esprit mais aussi de nos émotions! Elles sont beaucoup plus importantes que tout le reste." Les décisions que nous devons prendre en tant qu'individus libres, sont au sujet de la vie, de l'amour, de la douleur, de la convoitise, de la colère, de l'honnêteté, de la tentation, de la vengeance, du pardon, de la jalousie, etc. Aider les jeunes à devenir autonomes, à développer un l'esprit critique et à assumer la responsabilité de leurs décisions devrait être une priorité dans l'éducation, les discussions dans les camps et dans le développement d'une morale philosophique. Des discussions ouvertes au sujet de toutes les questions délicates de la vie sont aussi essentielles qu'inévitables afin d'encourager les jeunes à comprendre ce monde qui évolue si rapidement. Parlons-en!



# THE PRESIDENT'S MESSAGE

By: Janet Adamson

In 1986 CCA/ACC will be celebrating fifty years of service to children and youth in Canada.

As I write this in late September our CCA/ACC reorganization efforts continue. Hopefully by the time you read this the CCA/ACC will have adopted plans to strengthen and streamline our structure. Funding discussions will have taken place at the Board Meeting in October in Fredericton and initiatives will be underway. Fitness Canada, represented by Karen O'Neill our consultant, is participating in many discussions with CCA/ACC and our funding although changing is not disappearing.

Our core costs, for example the office, postage, secretary and travel, are still a problem but with reorganization and more aggressive fund raising tactics suggested by consultant John Fisher this area will be covered.

Each provincial board is involved in these discussions of reorganization, as your representative. However, eventually, actually in the near future, your individual support, interest and perhaps participation will be required to make CCA/ACC a truly national association representing all camps in Canada. There is no magical mysterious "they" publishing newsletters, selling books, running national conferences and all the rest. CCA/ACC is a coming together of nine provincial associations and their members and we need every one of those members to be committed in some way to CCA/ACC in order to meet the challenges of the next 50 years.



Canada

# UN MESSAGE DE LA PRESIDENTE

par Janet Adamson

L'année 1986 marquera les cinquante ans de service de la CCA/ACC auprès des enfants et de la jeunesse du Canada.

Au moment de préparer ce message à la fin de septembre, nous poursuivons toujours nos efforts en vue de restructurer la CCA/ACC. J'espère qu'au moment de lire ces lignes, nous aurons adopté une stratégie pour la refonte et le renforcement de sa structure. Des pourparlers sur les moyens de se procurer des fonds ont été entamés à la réunion du conseil tenue à Fredericton, en octobre et des démarches sont en cours. De nombreuses rencontres ont eu lieu entre la CCA/ACC et la Condition Physique que notre conseillère Karen O'Neill représente. Nous continuerons de toucher des fonds mais non de la même façon qu'avant.

Les frais essentiels tels que ceux de bureau, d'envois postaux, de secrétariat et de voyage posent un problème rémanent mais nous parviendrons à le résoudre au moyen d'une meil-

leure organisation et de savantes tactiques que nous propose notre conseiller John Fisher pour trouver des fonds.

Chaque conseil provincial a son mot à dire aux rencontres sur la réorganisation. Eventuellement, et en fait, dans un avenir rapproché, nous devons compter sur votre appui personnel, votre intérêt et peut-être sur votre participation, pour faire de la CCA/ACC une véritable association nationale au service de tous les camps du Canada. Il n'y a rien qui se fasse par enchantement ... la publication de communiqués, la vente de livres, l'organisation de congrès nationaux et tout le reste. La CCA/ACC se compose de neuf provinces qui forment avec leurs membres un tout homogène et chacun de leurs membres doit s'engager d'une façon ou d'une autre à relever les défis qui se poseront le long du parcours de la CCA/ACC durant les cinquante prochaines années.



Photo: Jay Haddad

# CAMPING ... A RETROSPECTIVE

## Counselling the Counsellors

As presented at the Ontario Conference, March 1963

By: Elizabeth Raymer, Camp Tanamakoon

Each year we spend many hours and much energy selecting the staff we are going to work with during the season ahead. Each year we close that season and for many days our thoughts are filled with the events and personalities of the days just passed. It is commonplace knowledge that "hind sight is better than foresight". We all have sudden illuminating moments - when it is too late - moments when we say to ourselves "this is what I should have done - this technique would have been better than that - why didn't I think of that at the time?"

And so the first step in this "counselling the counsellor" business is to provide yourself with a large notebook - and to use that notebook at the close of the season and throughout the winter. Put down those flashes of infinite wisdom so that they may be of use to you in the future. Then as the season approaches, study the notebook and decide just when and how you will use this problem-solving compendium.

This morning we are to devote our consideration to the in-camp aspect of our problem. We will assume that the counsellor staff has been carefully interviewed, assessed, assigned to jobs - that it has been made aware of the existence of rules, regulations, philosophies, aims, etc. before each member signed a contract. We will further assume that that staff has had a few days of training, resident in the camp, during which days every effort has been made to orient this group to duties and programme organization for the weeks ahead. I shall further assume that during this pre-camp period the director has mingled with this group, talked with its members, and observed its spirit, so that now that director has a glimmering of what he is to deal with during the summer. There are undoubtedly a great many learned and technical terms to describe the various types of groups. I shall avoid them. But those of us who have been teachers or group leaders in varying situations know that every group is different from every other group. Is this a lethargic group or a very lively one? Is it noisy or quiet? Is it a very intelligent, quick, energetic, problem-solving group? Is it one full of individualists who must be woven into cohesion? Is it so full of old timers that it threatens to split into "old" and "new"? Is it passively tractable, a group of "yes-men"? Is it the kind that will get into mischief, or is it so full of loyalty and honour and reverence for dear old Camp Gitchee Gamee, that every whim of the director, every slightest regulation of the camp will be regarded as sacred? Is it sensitive? Is it thick-skinned?

The second step then is to assess the group. Our techniques will have to be adjusted to it. We must also bear in mind that at no time will this



Photo: John Boscoe Camp, Sask.

group temper remain static. It will vary with the weather and with the activity of the moment. It will change as various staff members leave camp for time off and out-trips, and assume a different aspect on their return. It will change with the impact of a mass of visitors. Sometimes it will be influenced by forces entirely outside camp Gitchee Gamee, such as world affairs and local ones. It will be coloured by feelings of success and failure, over-stimulation, boredom, inequality of labour, by illness or epidemic. It will most certainly show the effects of adjusting to a new group of campers when one group leaves and another arrives at camp. And so must the director's awareness of the group change.

And how does one achieve this awareness? By the use of one's God-given senses. For we directors learn in the same way that everyone else learns, by using our eyes and ears, our powers of comprehension and reasoning. One can quietly join a group and in a very few moments assess the following:- who is present? and more important, who is absent? Is this an interested, contented group completely engrossed in something constructive? Or do a few persons appear bored, discontented, angry, friendless, or excessively boisterous? Is there order or disorder in equipment, organization and instructions given to campers or fellow staff members? Are we greeted as a welcome friend or as a signal for sudden silence or frantic

activity? Is our arrival heralded by "Psst here he comes!" or by "Oh good, here comes the director!". Snatches of conversation float about on the air - the pitch, the intonation, if not the words themselves register themselves with us; so do facial expressions. All these things we can learn without opening our mouths or a learned book on the subject.

Every camp director knows the truth of that very familiar statement "a camp is only as good as its counsellors". No amount of stupendous equipment can offset the effects of inept leadership. No camp director, no matter how talented and energetic, can provide all the leadership a camp demands. So, here we are - this is our counsellor staff and this year, as every year, we are striving toward perfection. How can we so lead and support these counsellors that they too can strive for perfection in the execution of their jobs?

First - this group must be made aware of what its job is as a *total staff*. In other words the individual must know that his contribution is important to the whole. "We as staff hope to achieve these things:

1. A camp which is truly for the camper.
2. Such co-ordination and co-operation that no aspect of our total operation will be weak at any time.

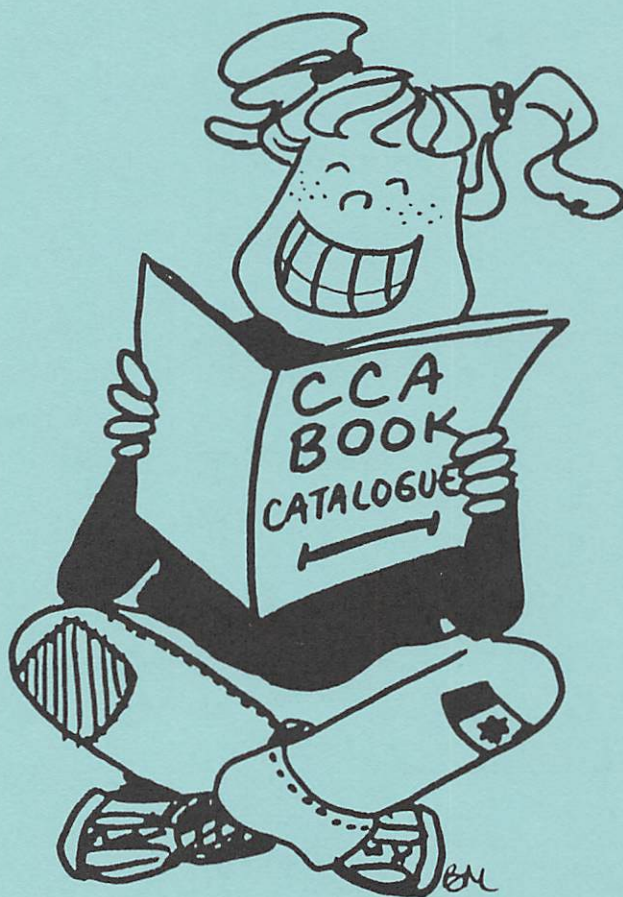
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# PUBLICATIONS

## 1985-86



CANADIAN CAMPING ASSOCIATION

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## CANADIAN CAMPING ASSOCIATION

The Canadian Camping Association was founded in 1936 as a non-profit organization. It is a national federation of provincial camping associations uniting the camping leaders into an organization involved in the growth, development and promotion of camping in Canada.

All Canadian Camping Association programs and projects are made possible by membership fees, private contributions and funds from Fitness and Amateur Sport, Government of Canada.

The Canadian Camping Association operates a bookstore, primarily as a service to its members. Books of interest to camp directors, administrators, parents, counsellors and leaders working with children and youth in the outdoors are available in the Toronto office or may be ordered by mail or telephone. CCA Members receive a special discount price on all books (listed in brackets; identified by M).

The books handled by Canadian Camping Association are classified into broad categories and listed alphabetically with a brief description of their contents, the publisher and the price. At the end of this catalogue there are order forms and an alphabetical index.

As well as selling books from both Canadian and American sources, the Canadian Camping Association publishes a number of titles and is the distributor in Canada for books published by the American Camping Association.

### Terms

All prices are subject to change without notice. Payment due within 30 days of invoice date.

A service charge of 2% per month on the unpaid balance will be added to overdue accounts.

We do not accept returns except in the case of error or damage. Authorization for such returns must be requested in advance.

## ASSOCIATION DES CAMPS DU CANADA

L'Association des camps du Canada, créée en 1936 est un organisme à but non lucratif et une fédération nationale des associations provinciales de camping réunissant les organismes qui se vouent à la croissance et à l'expansion du camping au Canada.

Tous les projets et programmes de l'Association des camps du Canada sont réalisés grâce aux cotisations des membres, aux contributions des particuliers et aux subventions de la Direction générale de la Condition physique et du Sport amateur du gouvernement fédéral.

L'Association des camps du Canada offre un service de librairie à ses membres. Les livres intéressants les responsables de camps d'enfants et d'adolescents (directeurs, administrateurs, parents, conseillers et moniteurs) sont disponibles au siège social à Toronto. On accepte les commandes téléphoniques ou postales.

Nos publications sont divisées en catégories générales. La liste alphabétique contient un résumé succinct de chaque publication et indique l'éditeur et le prix. A la fin du catalogue se trouvent la liste alphabétique des livres et des bons de commande.

L'Association des camps du Canada vend des livres canadiens et américains, ainsi que ses propres publications. De plus, elle est le distributeur des livres publiés par l'American Camping Association.

### Conditions

Tous les prix peuvent être modifiés sans préavis. Tous les dettes actives sont payable après 30 jours.

Une surcharge de 2% par mois sera ajoutée aux comptes en souffrance.

Nous n'accepterons pas de livres en retour sauf en cas d'erreur ou de dommage. Il faut en obtenir l'autorisation à l'avance.

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# CCA/ACC PUBLICATIONS

\* - Denotes a Canadian book.  
M - CCA Member Price  
■ - New Books in Our Catalogue

All books are soft cover unless otherwise indicated.



## CAMP ADMINISTRATION

### Basic Camp Management \$14.85 *Armand B. and Beverly H. Ball* (M — \$12.40)

A practical guide to the art and science of directing a summer camp. Especially designed for the new camp director, the book will also provide excellent information for the seasoned administrator. The chapters cover: program, purpose, and goals, staff, campers, site and facility preparation, legal matters, support services, evaluation, and finances. From a combined experience of 41 years in the camp field, the authors have produced a unique manual of valuable material for camping administrators.

American Camping Association, 156 p., 1979.

### Camp Director Education Curriculum Guide \$11.55 (M — \$9.65)

Designed as a resource for trainers and college instructors dealing with camp director education or camp administration. Each unit contains a rationale for the competencies, areas to be covered, suggested learning activities, methods of assessment and references.

American Camping Association, 46 p., 1981.

### Camp Management Technical Information Papers \$0.85 each (M — \$0.70)

TIP NO. 9 - "The Camp Staff Applicant: Interview Guidelines." An outline of information and guidelines for the camp staff applicant seeking a position.

American Camping Association, 1979.

TIP NO. 10 - "The Camp Director: Interview Guidelines." A discussion of interview techniques and practices from the viewpoint of the camp director or interviewer.

American Camping Association, 1979.

### Camp Staff Job Descriptions \$2.00 (M — \$1.70)

Suggested job descriptions for basic camp positions.

American Camping Association, 17 p., 1961.

### Camp Standards with Interpretations \$17.40 (M — \$14.50)

A complete listing of all standards with explanations by which a camp may be accredited by American Camping Association. These standards detail the desirable practices that are basic to quality camp operation; and are designed to provide a camp seeking to be accredited with the most complete information on the process.

American Camping Association, 77 p., revised 1980.

### Camp Standards - Condensed \$4.65 (M — \$3.90)

An abridged version of the American Camping Association standards, sufficient for those who wish a general listing of ACA Standards for information purposes.

American Camping Association, 28 p., 1980.

### Camping Strategies for the Eighties \$8.10 (M — \$6.75)

Proceedings from the National Symposium sponsored by the Indiana, Michigan and Ohio Sections of ACA and the Fund for the Advancement of Camping.

American Camping Association, 35 p., 1981.

### Conservation of the Camp Site \$2.40 (M — \$2.00)

A valuable book for all camp directors and administrators. It deals with conservation programming and the steps a camp should take to conserve and improve their natural features.

American Camping Association, 48 p., 1960.

### ■ (A) Cost Study of Resident Camps, 1985 \$24.80 *Armand B. Ball, Editor* (M — \$20.70) *Marshall Dunbar, Computer Programmer*

This American book is a practical tool for camp directors in financial planning and management. The study provides guidelines for camp committees and boards opening a new camp or seeking to refine an already established operation. The tables cover three types of resident camps: private independent, religiously affiliated, and agency. The major tables of the study show figures based on a number of subject designations: affiliation, geographic scopes, camper community, geographic scope of an affiliation, fall, winter, spring operations, breakdown of expense areas, and year-round operations.

American Camping Association, 55 p., 1985.

### Decentralized Camping \$21.50 *Lois Goodrich* (M — \$17.90)

A handbook on how to administer and program for outdoor living in small groups. All aspects are discussed: how to begin, selection of staff, pre-camp training, nutrition, the health program, preparing campers and parents, the camp program and how well it affects individual campers. Shelters, buildings, budgets and maintenance are also covered.

American Camping Association, 183 p., 1982.

### Fundamentals of Day Camping \$22.30 *Dr. Grace L. Mitchell* (M — \$18.60)

*Fundamentals* includes almost any information a day camp administrator might need. The book discusses the first steps in establishing a camp, the site, buildings and equipment, enrolling the campers, administration, finance, insurance, transportation, health and safety, and food. Other chapters cover the staff, staff training, and discipline and control of campers. The final chapters provide a treasury of day camp program in arts and crafts, natural resources, adventures in camping, athletics, music and programming for special events and for rainy days.

American Camping Association, 256 p., 1981.



## ■ Learning Disabilities ...

Doreen Kronick

- **\*Camp Directors' Guide on Integration** \$3.45  
(M — \$2.90)

Guidelines for Directors of non-specialized camps on integrating children with learning disabilities into their camps.

CACALD/ACETA, 50 p., 1984.

- **\*Guide for Directors of Specialized Camps** \$3.95  
(M — \$3.30)

Guidelines for Directors of specialized camps for children with learning disabilities.

CACALD/ACETA, 38 p., 1984.

- **\*Parents' Guide to Camping** \$3.95  
(M — \$3.30)

A guide to camping for parents of children with learning disabilities.

CACALD/ACETA, 24 p., 1984.

## Making Effective Workshops Happen

Denise Robinson

\$4.90

(M — \$4.10)

The author discusses the whole range of information in workshop planning, from identifying audience needs to evaluation. Included are sections on setting goals and objectives, organizing the program, and identifying resources and barriers. To illustrate the suggested procedures an example of one type of workshop (an awareness workshop on serving disabled campers) a resource packet is also available.

Project Stretch, 10 p., 1982.

## \*Outdoor Education - Guidelines for Camps

\$1.20

Walter D. Mingie

(M — \$1.00)

These guidelines for camp directors who are interested in allowing the use of their camps by outside groups for outdoor education during the off-season. They were developed by a committee chaired by Walter D. Mingie at an Outdoor Education Conference sponsored by the CCA/ACC at La Calèche, Québec in 1974. The booklet looks at the administrative, staffing and camp resources necessary for such programs and ends with a plan of action for those wishing to proceed.

Canadian Camping Association, 17 p., revised 1981.

## Perspectives on Camp Administration

\$20.70

Elizabeth Farley, Editor

(M — \$17.25)

An excellent resource for the experienced camp director or one who is considering entry into the field. A collection of magazine articles from various publications and newly written materials have been compiled around specific topics: Philosophic Foundations and Considerations, Life Span Development, Administration and Organization, The Camp Program, programs for Handicapped Campers, and a View to the Future.

American Camping Association, 125 p., 1982.

## Trainer Guides:

Sue Stein, Editor

- **Food Service Managerial** 28 p. \$4.25  
(M — \$3.50)
- **Health and Safety Managerial** 27 p. \$4.25  
(M — \$3.50)
- **Business and Finance Managerial** 32 p. \$4.25  
(M — \$3.50)
- **■ Serving Campers with Special Needs** 22 p., 1982 \$9.10  
(M — \$7.60)

The guide centers on the administration and management of a camp working with children who have special needs.

- **Site and Facilities Managerial** 29 p. \$4.25  
(M — \$3.50)

## ■ Troubles d'Apprentissage ...

Doreen Kronick

- **\*Guide de Camping pour Parents** \$3.95  
(M — \$3.30)

Manuel à l'usage des parents désirant envoyer leur enfant ayant des troubles d'apprentissage dans une colonie de vacances.

CACALD/ACETA, 24 p., 1984.

- **\*Guide d'intégration pour Directeurs de Camps** \$3.45  
(M — \$2.90)

Intégration des enfants ayant des troubles d'apprentissage dans les colonies de vacances: manuel à l'usage des directeurs de ces camps.

CACALD/ACETA, 54 p., 1984.

- **\*Guide pour Directeurs de Camps Spécialisés** \$3.95  
(M — \$3.30)

Manuel à l'usage des directeurs de camps spécialisés pour enfants ayant des troubles d'apprentissages.

CACALD/ACETA, 38 p., 1984.

## Use of Resident Camps for School Programs

\$2.50

Dr. Betty van der Smissen

(M — \$2.10)

Guidelines developed by ACA Outdoor Education Task Force for camp directors who desire to extend their summer resident facilities to schools conducting outdoor education programs. They are directed toward the initiation of such use and is not a manual for the conduct of such schools.

American Camping Association, 22 p., 1972.

## Your Camp and the Handicapped Child

\$2.00

Dr. Phyllis M. Ford

(M — \$1.70)

Useful guidelines for director and counsellor dealing with handicapped campers.

American Camping Association, 16 p., 1966.



## CHURCH AFFILIATED CAMPING

### Church Family Camps and Conferences

\$4.25

Elizabeth and William Genne

(M — \$3.55)

A detailed manual for the administrator of camps and conference programs in the church. The authors, experts in the field, guide you through every step of the planning process: goals, sites, facilities, equipment, personnel, program activities, scheduling, evaluation, follow-up and much more. There are suggestions for serving families with special needs — parents without partners, three generation families, older couples and families with handicapped members.

Judson Press, 77 p., 1979.

### God, Man, Land: Interrelationship Programs for Camps

\$8.40

Dr. Paul Paetkau

(M — \$7.00)

The author has a Ph.D. in biology education and is a consultant on environmental matters. His book provides a theology of Christian camping and some general principles in working with church groups. The programs are divided into suggested topics for ages 9-11, 12-13, and 14-16. A section on resources introduces additional material and activities. Delightfully written and logically organized, this is a plus for a church leader working with children on outdoor topics.

Faith and Life Press, 155 p., 1978.



### Let's Teach Bible Games

Donna Fillmore

**\$5.00**

(M — \$4.20)

This practical book contains numerous suggestions by which the child's play instinct can be channelled into effective and enjoyable teaching and learning experiences through the use of Bible games.

Baker Book House, 72 p., 1978.

### Object Lessons for Children

Luther Cross

**\$6.75**

(M — \$5.65)

These are character-forming stories for children. Each one is preceded by a text of Scripture, and embodies a lesson which will never be forgotten when presented in the striking manner suggested by this book.

Baker Book House, 99 p., 1967.

### Object Lessons for Children's Worship

Mary Foxwell Loeks

**\$6.75**

(M — \$5.65)

This book provides a skillfully developed program of songs, memory verse, object lessons, correlated Bible story and activity geared to a child's world. The objects used are familiar ones found in most homes or camps and the applications made from the objects are clever and unforgettable.

Baker Book House, 101 p., 1979.



## COOKBOOKS

### \*Cookery for Kids, Kamp n' Kicks

Helen E. Stewart

**\$5.95**

(M — \$5.00)

An anthology of recipes used extensively at Camp Wahcammie in Ontario. Tremendous results can be obtained by multiplying these recipes for 6 to 8 servings by the required number. Aside from delicious ideas for main courses, desserts, snacks, there is a section on outdoor cookery and two weeks of sample menus.

Helen E. Stewart, 81 p., 1969.

### Cooking for Camp and Trail

Hasse Bunnelle & Shirley Sarvis

**\$10.70**

(M — \$8.95)

A Sierra Club Totebook includes 200 recipes for breakfasts, trail snacks, lunches, suppers, desserts and beverages. Additional information on preparation: planning, purchasing, timing and temperature variables. Super appendices cover packaging, equipment and cooking tips.

Sierra Club, 194 p., 1972.

### \*Cookout Manual

Sue Whitney

**\$4.95**

(M — \$4.15)

Developed especially for Day Camp Cookouts, this manual provides some new and exciting ideas for both small and large cookouts. The recipes have been divided into six major groups according to Canada's Food Guide. There are 35 tested recipes.

City of Etobicoke, Parks and Recreation, 24 p., 1979.

### Kinhaven Cookbook

John Ahern

**\$12.00**

(M — \$10.00)

The alternate title is: *How We Feed 120 People*. Delightfully written, the cookbook from Kinhaven Music School in Vermont combines the practical know-how gleaned from years of experience in feeding 120 people three times a day with warm, friendly instructions and advice to anyone who cooks for large groups. It is written by and for amateur cooks and the recipes are in detail and very workable for a kitchen which operates without

a great deal of expensive equipment. An appendix shows menus of two typical weeks, a list of minimal equipment, and sample order forms. A practical kitchen manual — and one which you will enjoy reading.

The Kinhaven Music School, 119 p., 1977.



### Simple Foods for the Pack

Vikki Kinmont & Claudia Axcell

**\$12.00**

(M — \$9.95)

This Sierra Club book is a guide to using whole natural foods while backpacking. It shows how to carry simple meals that offer nourishment, balance, low cost and good health. The foods are light-weight and long-lasting, and the recipes easily packed and prepared. Delicious peanut butter fudge!

Sierra Club, 211 p., 1976.

### \*Wanapitei Canoe Trippers' Cookbook

Carol Hodgins

**\$7.15**

(M — \$5.95)

"Wilderness cooking for fun and nutrition" is the subtitle of this informative book of recipes. It has evolved from the experiences of Mrs. Hodgins and the staff of Wanapitei, a wilderness canoeing camp on Lake Temagami, Ontario. As well as many pages of delicious recipes, there are sections on nutrition, types and quantities of food, cost, packing, preparation and cooking and many other suggestions to make this important part of any canoe trip a success.

Highway Book Shop, 87 p., 1982.



## CRAFTS

### (The) Book of Arts and Crafts

Marguerite Ickis and Reba S. Esh

**\$8.30**

(M — \$6.95)

This is an almost inexhaustible collection of arts and crafts which can be made in a matter of minutes. There are instructions on techniques and preparation of materials. A functional index places the projects in the category where they can best be used: camps, playgrounds, schools, churches, or individuals. Clearly illustrated.

Dover Publications, Inc., 276 p., 1974.



**(The) Complete How To Book of Indian Crafts** **\$14.35**  
*W. Ben Hunt* (M — \$11.95)

A readable and easy-to-follow text with hand-drawn diagrams shows how to use actual techniques and designs developed and perfected by the Indians. No special tools or even prior skills are required. In addition, Ben Hunt provides a remarkably interesting source of information about the first Americans; their highly developed artistry and design; their beliefs and traditions.

Collier MacMillan, 187 p., 1973.

**(The) Indian How Book** **\$9.30**  
*Arthur C. Parker (Gawaso Wanneh)* (M — \$7.75)

How Indians made canoes, tipis, traps, arrowheads, pottery; Indian dances, songs, rituals; hunting, cooking, taming animals, more. Elementary level; sound anthropologically.

Dover Publications, Inc., 335 p., 1975.



## GENERAL PROGRAM

**Camp Program Ideas** **\$9.00**  
 (M — \$7.50)

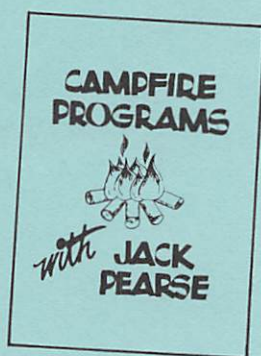
A collection of favourite special events from coast to coast: special days, evening programs, competitive events, inspirational events, meal themes, rainy day activities and miscellaneous events. The author's permission to reproduce this material has allowed the CCA/ACC to distribute this book at a new and lower price.

Recreation Department, San Diego State University, 90 p., 1977.

**\*Campfire Programs with Jack Pearse** **\$7.00**  
*Jack Pearse*

A comprehensive campfire treasury which includes not only specific program activities but also deals with the theory and philosophy behind campfire program, detailed suggestions for successful song leading and games leadership, and a checklist for planning. The author deals with campfires from the lighting the fire until the closing moments. He includes storytelling, skits, stunts, games, relays, and songs. There are, in addition, five sample campfire programs and an extensive bibliography of references.

Camp Tawingo Publications, 203 p., 1980.



**\*Clouds On the Clothesline (And 200 Other Great Games)** **\$8.25**  
*Jack Pearse, Jane McCutcheon, Barrie Laughton*

A veritable anthology of games – new ones, old ones, original ones – all perfected by use at Camp Tawingo. Chapter One includes a discussion of the art of games leadership. Succeeding chapters include many special types of games, and the chapter on Specialty Games includes two unusual categories of games not generally found in other games books, nature and campcraft. The description of each game includes the number of people, age group, formation, necessary equipment and instructions for the leader. Types of games are: active relays, active games, semi-active relays and games, mixers, musical games, quizzes, and quiet games.

Camp Tawingo Publications, 226 p., 1981.

**Cow's Tails and Cobras** **\$17.30**  
*Karl Rohnke* (M — \$14.45)

This guide to rope courses, initiative games and other adventure activities deals with the perspective of: increasing the participant's personal confidence, increasing mutual support within a group, increasing the level of agility and coordination and increasing his familiarity with clear, precise instructions.

Project Adventure, 156 p., 1977.

**Day Camp Program Book** **\$23.30**  
*Virginia W. Musselman* (M — \$19.45)

Revised edition of original activity manual for day camp counsellors. Four basic sections include: basics for counsellors, environmental activities, related program activities and composite program. Chapters also include camp emergencies, bus program, council ring programs, trips, weather, and sports & fitness.

New Century, 335 p., 1980.

**Goodtimes Around the Campfire** **\$2.85**  
*LaRue A. Thurston* (M — \$2.40)

This condensation of *The Complete Book of Campfire Programs* includes games, stunts, magic, singing ceremonies, special programs – all kinds of fun for camping get-togethers.

Association Press, 128 p., 1967.

**■ (The) Handbook of Skits and Stunts** **\$16.50**  
*Helen and Larry Eisenberg* (M — \$13.75)

Over 400 easy-to-do entertainment ideas! Recreation programming for large or small groups, for one person or a dozen, for any age group. Limitless instant material will provide sparks of fun from immediate use by recreation planners, conference and retreat leaders, summer camp program coordinators, elementary and high school teachers and troop or club leaders. The book includes information on how to make up your own skits, one-person skits, impromptu stunts and group stunts and dramas.

American Camping Association, 172 p., 1984.

**■ High Above the Thundercloud** **\$10.50**  
*Jack Pearse and Bruce Taylor*

A one-of-a-kind resource for developing a full and rewarding Indian lore program as a part of your camp program. A unique and exciting opportunity to incorporate a part of our history into the camp setting. There are complete Indian council ceremonies which include a call to Council, traditional prayers, games, contests, story dances, legends, and closing events. All the components are included: how to build a magic fire, how to set up a council ring, how to teach native dance steps, how to make a drum, and how to perform the ceremonies. The authors have had over 70 years' involvement with Indian traditions and ceremonies, and their expertise makes *High Above The Thundercloud* a self-guiding, simplified approach to adding an Indian lore program at camp – or to supplementing your current program with new activities.

Camp Tawingo Publications, 165 p., 1985.



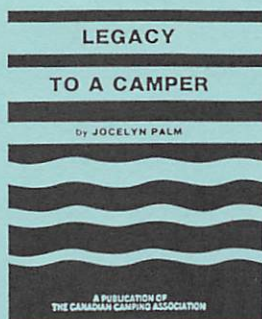
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**\*Legacy to A Camper***Jocelyn Palm***\$9.95**

(M — \$7.95)

This book includes a variety of program ideas for Special Days, Evening Program, Indian Council Ring, Quiet Times, Campfires and Thanks. More than the history of Mary S. Edgar and Glen Bernard Camp, *Legacy to a Camper* includes selections of Mary S. Edgar's poetry and prose which will be useful for all Camps, Guides and Youth Groups.

Canadian Camping Association, 133 p., 1982.

**\*More Campfire Programs with Jack Pearse***Jack Pearse, Jane McCutcheon & John Jorgenson***\$7.00**

The 8th book from Camp Tawingo Publications which continues the tradition of creative campfire material. There are five fun-filled campfire programs – complete with opening, singsong, games & relays, stunt, skill, story and closing. An additional section offers fuel for even more campfires that you may use for your camp. A veritable storehouse of ready-to-use, fantastic material for summer camps.

Camp Tawingo Publications, 202 p., 1984.

**Raindrops Keep Falling on My Tent***Joy MacKay***\$5.75**

(M — \$4.80)

A revision of an old favourite, this rainy day book is packed with hundreds of great ideas of what to do in camp when it pours. Workable and interesting program possibilities which come from Joy MacKay's experience as a camp director, camp consultant, and college professor. Suggestions include rainy day programming for individuals, cabin groups, and all-camp activities. Rain can be beautiful, even at camp with Joy MacKay's suggestions and your own ingenuity.

American Camping Association, 20 p., 1981.

**Spotlight on Drama***Barbara Winslow***\$2.85**

(M — \$2.40)

A revised and updated version of the earlier *Spotlight*. The book includes a complete description of the elements of a camp drama program: why, the principles for success, the administration of a program, sources for drama counsellors, suggestions for facilities and equipment, and budget and costs. A section on camper development growing out of participation in such a program, and an updated bibliography. Delightfully and interestingly written.

American Camping Association, 22 p., 1979.

**Stories for the Campfire***Bob Hanson and Bill Roemmich, Editors***\$12.40**

(M — \$10.35)

A collection of memorable stories gathered from all over the country to be told around the campfire. The stories are divided into six types: adventure, humorous, ghost, Indian, stories with a moral, and stories from other lands. Originally collected and published by the California Camping and Education Foundation.

American Camping Association, 56 p., 1983.

**Tips and Tricks in Outdoor Education***Malcolm D. Swan***\$14.80**

(M — \$12.35)

Compiled from ideas, notes, mimeographed materials, lesson plans, and guides by members of the Dept. of Outdoor Education at Northern Illinois University's Lorado Taft Field Campus, this resource is a most valuable aid to every outdoor education program.

Interstate Printers and Publishers, 184 p., 1978.

**Woodsmoke and Campfire***Ernest F. Schmidt***\$2.40**

(M — \$2.00)

A definitive description of campfires: kinds, the site, laying the fire, types of fires, program and presentation. An excellent resource for campfire programming.

American Camping Association, 1980.

**HEALTH SERVICES****Accident Report Form***American Camping Association***\$0.30**

(M — \$0.25)

**Camp Health Cards/Forms****\$0.30 each**

(M — \$0.25)

Health Exam. Card (Boy's)

Health Exam. Card (Girl's)

Health Exam. Form (General)

Health Record Card

Health Record Form

*American Camping Association***(The) Camp Health Manual***David Goldring***\$24.70**

(M — \$20.60)

A completely updated version of *The Camp Physician's Manual* published in 1967. The author is currently on the faculty of the School of Medicine at Washington University and has spent a number of years as a camp physician. The chapters of the new book include: camp standards; infirmary organization and administration; infirmary supplies; common medical and surgical problems; psychiatric disorders, ear, nose, throat, and chest problems; skin problems; allergic disorders; eye injuries and infections; bites by snakes, animals, and spiders; and the role of the camp health supervisor in emergencies. The most comprehensive manual ever written for the use of health supervisors of day and resident camps.

American Camping Association, 1984.

**Camp Staff Application Form****\$0.30**

(M — \$0.25)

The above camp forms were produced by the American Camping Association and are not to be reproduced by any other agency.



### ■ Guide to Camp Nursing (Revised)

Margaret E. Auld and Graceann Ehlike

**\$6.60**

(M — \$5.50)

The knowledge and technical skills in camp nursing are taken from the experience of the authors as nurses in ACA Accredited Camps and is based on research data from a number of western camps. The book provides a practical supplement to ACA's *Standards With Interpretations* in the area of health. Originally published in 1974 and revised in 1978, the *Guide* has again been revised in a 1985 edition. In cooperation with the American Academy of Pediatrics and the American Medical Association, the material has been updated to current practice, with extensive revisions in the Minimum Standing Orders and the first aid material.

American Camping Association, 44 p., 1985.

### Health Record Log

**\$6.60**

(M — \$5.50)

This new publication provides a bound (stitched rather than stapled) log book with numbered pages (8½ x 11), each page with space for 25 entries and a total of 42 empty pages.

American Camping Association, 42 p., 1978.

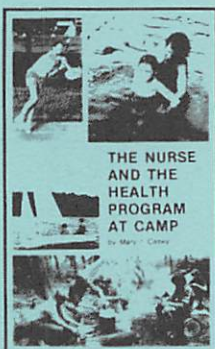
### \*Nurse & the Health Program at Camp

Mary I. Casey

**\$7.50**

The revised edition of the first CCA publication to deal extensively with camp health services. A special section for counsellors gives suggestions about keeping campers healthy and safe; there is also an added chapter on how to deal with camper health and safety on an out-of-camp trip. The author has been associated with the field of organized camping as counsellor, camp director, and nurse.

Camp Tawingo Publications, 101 p., 1983.



### \*HOW TO SERIES

4 or 6 page monographs

- **"Composting for Pleasure and Profit"** **\$0.75**  
Sam Hambly, CCA/ACC, 4 p., 1981.
- **"Fun and Fitness at Camp"** **\$1.00**  
Marjorie Booth, CCA/ACC, 6 p., 1982.
- **"How to Promote Your Camp"** **\$0.75**  
Derek Walsh, CCA/ACC, 4 p., 1981.
- **"Maximum Participation at the Waterfront"** **\$1.00**  
Jocelyn Palm, CCA/ACC, 6 p., 1982.
- **"Organizing a Sailing Program"** **\$1.00**  
Catherine Thomas, CCA/ACC, 6 p., 1982.
- **"Winter Camping Skills"** **\$1.00**  
Mors Kochanski, CCA/ACC, 6 p., 1982.

### CCA/ACC Three Ring Binder

**\$4.00**

Made especially to hold the above monographs, a good quality, dark green plastic binder is available for \$4.00.



## LEADERSHIP

### Camp and the Child

**\$3.70**

(M — \$3.10)

A series of articles celebrating the International Year of the Child have been combined into a single publication: *The Child and Values, The Child and the Earth, The Child and Emotional Growth, The Child and Play, The Child as a Spiritual Being, and The Whole Child*. The articles include the educative aspects of camp experiences, value education potential in a camp setting, the child's relationship to the natural world, the importance of play activities in camp, spiritual aspects of camp life, and all-round growth and development.

American Camping Association, 1979.

### Camp Counsellor and Program Specialist Training Series

Edited by Dennis A. Vinton and Elizabeth M. Farley

The camp counsellor and program specialist program has been written to provide basic skills, knowledge, and behaviours needed for working in a camp. The training program is oriented to field application and features individualization of learning experiences. Each of the modules contains a checklist of performance objectives, a pretest, learning activities, post-test, and answer sheets for the tests. The objectives, learning activities, and evaluation methods focus on the specific duties which the camp counsellor or program specialist does on the job. Although the program can be used in a variety of ways — as a college course, institute, or workshop, or as pre-camp training — the emphasis is always on the practical application of learning in a camp setting. The booklets are bound, 8½ x 11, three-hole punched.

Project Reach, 1979.

- **(An) Orientation to Camping and the Camp**, 119 p. **\$9.60**  
(M — \$8.00)

- **Camp Health and Safety Practices**, 87 p. **\$7.50**  
(M — \$6.25)

Deals more heavily with the handicapped camper.

### \*Camp Counsellor's Handbook

**\$11.95**

B. Blackstock & J. Latimer

(M — \$9.95)

The second edition of a camping classic is now available. Camp counsellors and other children's recreation leaders will benefit from the wisdom and experience included in this book. The authors cover the essential information for camp counsellors in seventeen chapters such as: Getting Ready, What Children Need, You as a Leader, Program Ideas (what to do when there's "nothing to do"), Planning for Trips, and Finishing Off Well. Camp directors will find this a valuable resource for your camp staff.

Methuen, 124 p., 1984.

### (A) Camp Director Trains His Own Staff

**\$3.30**

Catherine T. Hammett

(M — \$2.75)

Suggestions for pre-camp and in-camp training. Excellent and definitive information will be found most useful by camp directors.

American Camping Association, 32 p.

### (The) Camp Secretary

**\$3.25**

Gary Robb

(M — \$2.70)

This publication includes information on camps and camps for the handicapped and pertinent information for anyone employed as a camp secretary. It discusses the major responsibilities of the job: the qualifications, the relationship of the secretary with other camp staff, and the specific duties with regard to bookkeeping, maintaining the file system, managing the office, handling mail, and maintaining office supplies.

Project REACH, 37 p., 1979.



**Camper Guidance – A Basic Handbook** **\$3.30**  
*Dr. Joel W. Bloom and A. Cooper Ballentine* (M — \$2.75)

A must for every counsellor in every camp.  
 American Camping Association, 24 p., 1971.

**Camping for American Youth, A Declaration for Action** **\$2.85**  
*Kenneth Webb, Ed.* (M — \$2.40)

Prepared by ACA workshop. An interpretation of camping as it relates to present social trends and values and toward the fulfillment of the potential of the camper.  
 American Camping Association, 26 p., 1962.

**Camping is Education** **\$2.40**  
 (M — \$2.00)

An extensive revision of the once very popular "Place of the Organized Camp in the Field of Education." A publication which should prove to be a classic of camping literature.  
 American Camping Association, 24 p., 1960.

**\*Counsellor-In-Training Instructor's Manual** **\$14.95**

Designed for use by the C.I.T. Director with special tips for presentation of each chapter and suggestions for exercise answers. Additional references for each chapter topic. Price includes Binder, Manual and Instructor Notes.  
 Canadian Camping Association, 123 p., 1983.

**\*Counsellor-In-Training Manual** **1 - 9 copies @ \$9.95**  
**10 copies or more @ \$8.00**

This workbook is designed for individual use by the C.I.T.'s. Also in a looseleaf format. Camp information can be easily added.

Camp History & Philosophy; Camp Facilities, Policies and Procedures; The Role of the C.I.T.; Health and Safety at Camp; The World of the Camper; Communication; The Effective Teacher; Leadership; Program Organization; Public Relations; Evaluation;

Canadian Camping Association, 91 p., 1983.

**(A) Guide to a C.I.T. Program** **\$4.10**  
 (M — \$3.45)

ACA National Leadership Committee's guide to a leader's guide to the development and operation of a counsellor-in-training program in camp. This booklet contains suggested forms and program content.

American Camping Association, 2nd edition, 32 p., 1974.

**Guide for Training Camp Staff** **\$6.60**  
*Project STAFF* (M — \$5.50)

A model of staff training designed for 16-21 year old youth from low-income settings, but may be adapted to any camp staff training.

American Camping Association, 32 p., 1981.

**Informal Recreational Activities, A Leader's Guide** **\$12.00**  
 (M — \$10.00)

Dr. Phyllis Ford presents the basic principles of recreational leadership. The incorporation of theoretical principles with practical instruction makes the book a useful tool for a recreation leader – beginning or experienced.

American Camping Association, 119 p., 1977.

**\*Lead On ... Counsellor!** **\$8.00**  
*Jack Pearse, John Jorgenson, Jane McCutcheon, Pat Pearse.*

A timely and effective book by four uniquely qualified camp staff providing excellent information for the camp counsellor or for those who train camp counsellors. A practical, delightfully written book filled with innovative ideas for camp leaders.

Camp Tawingo Publication, 272 p., 1982.

**Senior Adult Camping** **\$8.70**  
*Constance H. Armstrong* (M — \$7.25)

A new handbook providing guidance on philosophy, goals, administration, health and safety, emergency procedures, food management and other information on the growing activity of camping for older adults. The author is currently supervisor of recreation therapy at Harbor View Medical Center in Seattle and, through her experience, has provided a valuable collection of helps available to people in the fastest growing area of organized camping today.

American Camping Association, 46 p., 1979.



## MISCELLANEOUS

**Bibliography of Research in Organized Camping, Environmental Education, Adventure Activities and Interpretive Services** **\$23.95**  
 (M — \$19.95)

Dr. Betty van der Smitten and Judy Brookhiser have compiled and edited this comprehensive bibliography of research in the listed fields, plus articles from related periodicals in those subject areas. Indexed by subject and institution, this bibliography covers all research through 1980.

American Camping Association, 300 p., 1981.

**\*Blue Lake & Rocky Shore** **\$10.75**  
 (M — \$8.95)

This new publication celebrates the 50th anniversary of the Ontario Camping Association and traces the long history of organized youth camping in the province. With delightful anecdotes, the editorial committee successfully describes the early years in OCA's camps, the milestones in the development of a professional camping organization and the current situation. This book is a must for those who love life at camp and for historians who want to discover the past of your camping movement.

Natural Heritage, 112 p., 1984.

**Camp Staff Position Introductory Folders** **\$0.30 each**  
 (M — \$0.25)

Six pamphlets designed to provide prospective camp staff members about camp setting positions:

"Introduction to career ladders and entry position in Summer Camp"  
 "Camp Assistant Counsellor"  
 "Camp Health Aid"  
 "Camp Kitchen Aid"  
 "Camp Maintenance Assistant"  
 "Camp Office Assistant"

American Camping Association, 1981.

**Careers in Camping** **\$0.85**  
 (M — \$0.70)

A pamphlet suggesting job opportunities available in the growing field of camping and how to evaluate one's qualifications and interest in the profession. A well written, to-the-point publication which has value in counselling young men and women in careers.

American Camping Association, revised 1979.



**Fifty Years of Resident Outdoor Education**

William M. Hammerman, editor.

**\$24.80**

(M — \$20.70)

Fifty years of innovative programming in resident outdoor education are traced, and the evolution from the early beginnings to the present time are explored. The authors of the separate monographs have been involved in the development of outdoor education through the operation of such programs themselves and through the teaching of other leaders. They analyse the impact that resident outdoor education has had on educational philosophy and practice and on the increasing problems of our threatened environment.

American Camping Association, 129 p., 1980.

**Light from a Thousand Campfires**

Edited by Kenneth B. Webb

**\$8.15**

(M — \$6.80)

A treasury of camping ideas, information and experience rooted in the camping movement — its purposes, problems and promise for the future. The book contains the distilled wisdom of over 83 respected authorities in the field of organized camping.

American Camping Association, 384 p., 1960.

**■ Magic Ring**

H. Jean Breck, Editor

**\$23.10**

(M — \$19.25)

This book is an anthology of well-remembered poems. Before *Magic Ring* was a book, it was a poetry game played by campers around summer campfires and along mountain trails in the northwest. This volume is the third edition of an anthology of well-remembered poems with a wide range of topics, styles and poets. Many are classic and familiar and those in "The Sandalwood Box" section are by young poets who were encouraged to write their own poems through the Ring.

American Camping Association, 182 p., 1985.

**Tajar Tales**

Jane Shaw Ward

**\$3.30**

(M — \$2.75)

Illustrated by Herman Lui Drucklieb. A fascinating story for younger children and amusing for all. Originally published by the YWCA and reprinted by ACA for camping people who love tall stories.

American Camping Association, 36 p., revised 1967.

**\*Thirty Indian Legends of Canada****\$8.35**

(M — \$6.95)

Margaret Bemister first drew this collection together from original sources over 60 years ago and it is now back in print in a reset and handsomely illustrated edition. This is a moving introduction to the heritage of Canada's native peoples, Ojibway and Iroquois, Cree and Okanagan showing their sense of identity with the land and its natural wonders.

Douglas &amp; McIntyre, 151 p., 1973.

**Vehicle Log****\$9.00**

(M — \$7.55)

A bound (stitched rather than stapled) log book with numbered pages, 8½ x 5½ inches, with lined entry space for keeping a record of all maintenance on each individual camp vehicle. This record can fulfill the requirement of ACA Standard B-60.

American Camping Association, 1984.

**\*Winds from the Wilderness**

Carolyn Birmingham, editor.

**\$10.80**

(M — \$9.00)

This collection of favourite quotes by well-known authors is suitable for quiet times at camp or on the trail. Topics such as Leadership, Wilderness, Mountains, Adventure, Self-Discovery, Play, Friendship, Dignity, Solitude, Happiness and many more are included in this illustrated anthology.

Canadian Outward Bound Wilderness School, 111 p., 1982.

**MUSIC****\*Come On ... Let's Sing!****\$5.40**

(M — \$4.50)

The very popular book of songs is produced by the Camping Association of Nova Scotia. This collection of favourite camp songs is one of our best sellers! Words for over 600 songs are included.

Camping Association of Nova Scotia, 185 p., 1982.

**(A) Counsellor's Guide to Camp Singing**

Jane Tobitt

**\$4.95**

(M — \$4.15)

The counsellor will be able to use this book to enhance his/her own musical knowledge and make the music program broader in scope and more enjoyable for all.

American Camping Association, 44 p., 1971.

**Sing!****\$4.10**

(M — \$3.45)

Edited by the ACA Publications Committee. This completely new edition replaces *Let's All Sing*. There are fast songs, campfire songs, rounds and inspirational songs.

World Around Songs, 95 p., revised 1978.

**\*Sing One More Time With Jack Pearse**

Jack Pearse

**\$6.50**

The second collection of songs by a master song leader. Fifty-three more songs (not contained in *Sing With Jack Pearse*) with both music and lyrics (hand printed) to add to your collection. Illustrated with Roly Raccoon. Space to record chords and variations. Add this one to your collection!

Camp Tawingo Publications, 85 p., 1981.

**\*Sing With Jack Pearse**

Jack Pearse

**\$6.50**

An incomparable collection of songs gathered by a master song leader. Delightfully illustrated with Celia, the crow, each song is complete with words and music — and actions, where they apply. Each page of songs has space to record chords and variations as desired. Some old favourites and some new ones to spark your music program at camp ... or wherever groups sing together. Hand-printed lyrics and notes.

Camp Tawingo Publications, 37 p., 1980.

**\*Singing Fun and Games**

Jack Pearse, Jane McCutcheon, John Jorgenson, Tom Knowlton

**\$10.00**

A delightful program resource book which combines the joy of singing, the fun and involvement of games and relays, and the creativity of skits and stories. More games fill its pages: active games and relays, specialty games (waterfront, nature, campcraft), and quiet games. Over 60 songs are featured, songs with choruses and verses that fit into every kind of setting. Chock full of variety from front to back, *Singing Fun ... And Games* continues the great Tawingo tradition of well written, enchantingly illustrated program material from a camp setting. There is an index of games and song titles, and a list of songs by the first line — providing easy access to the material. Spiralbound.

Camp Tawingo Publications, 189 p., 1983.



## Tent and Trail Songs

\$3.70  
(M — \$3.10)

116 songs to supplement the ACA songbook *Sing*. The format is the same. *World Around Songs*, 80 p., 1966.



## NATURE

### Acclimatization: A Sensory and Conceptual Approach to Ecological Involvement

\$9.90

Steve Van Matre

(M — \$8.25)

First came identification, then collection, followed by experimentation, leading to exploration and observation. *Acclimatization* is sharing, sensing, awakening, understanding ... a beginning — not an end.

American Camping Association, 138 p., 1972.

### Acclimatizing: A Personal and Reflective Approach to a Natural Relationship

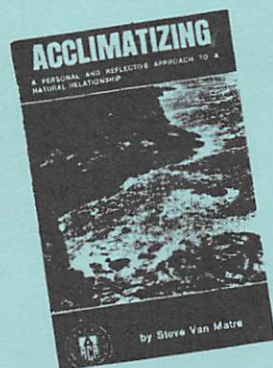
\$11.55

Steve Van Matre

(M — \$9.65)

Following his popular book, *Acclimatization*, this well-known author has outlined a much larger program — special walks and talks, trips and trails, and a whole series of exercises designed to aid either the camper or a group in expanding their understanding of their own natural relationship and involvement with the world.

American Camping Association, 225 p., 1974.



### Adventures with a Hand Lens

\$7.80

Richard Headstrom

(M — \$6.50)

With an ordinary magnifying glass and this book as your guide, 50 adventures in close observation await you. These entertaining nature studies take you on field trips in and around your home, calling attention to interesting features of dozens of familiar or overlooked plants, insects and other animals, and common materials.

Dover Publications, Inc. 220 p., 1976.

### (A) Book of Nature Activities

\$0.85

John F. Gardner

(M — \$0.70)

This book has been prepared for the purpose of providing worthwhile experiences in the field of nature activities for boys and girls of elementary school age. They should be able to read it, with perhaps a little help, and do the activities that are suggested.

Interstate Printers, 37 p., 1967.

### (The) Earth Speaks

\$16.40

Steve Van Matre, Bill Weiler, Ed.

(M — \$13.70)

A collection of poetry and prose dealing with the natural environment. The text is divided into three sections — Earth Magic; Earth Wisdom; and Earth Spirit. This illustrated journal of thoughts will be invaluable to leaders who are involved with the natural world — a powerful tribute to our home in space.

Acclimatization Experiences Institute, 184 p., 1983.

### Eco-sketch: Ideas for Environmental Education

\$9.90

Russel E. Bachert, Jr., Sandie L. Bateman,

(M — \$8.25)

Joanne L. Harward, Heather J. Hastings

The idea-filled pages of this book are directed to leaders working with young people and adults in the out-of-doors. *Eco-Sketch* is designed to jog your mind and in turn stimulate development of a dynamic and challenging outdoor program. A great reference for schools, camps, nature centres, churches, recreation departments, and environmental education centres.

American Camping Association, 130 p., 1976.

### Humanizing Environmental Education (A Guide for Leading Nature and Human Nature Activities)

\$25.65

Clifford E. Knapp and Joel Goodman

(M — \$21.40)

A unique book, blending and combining the elements of nature education and humanistic education. This concept has produced unparalleled resources for anyone who works with people in the outdoors. Hundreds of activities designed to give the participant learning experiences in specific areas are contained in this book. All of the activities have been used successfully in a human relations adventure camp and can readily be adapted or adjusted to many types of programs and sites.

American Camping Association, 252 p., 1981.

### Reading the Woods

\$14.30

Vinson Brown

(M — \$11.95)

Rain, snow, animal life, fire, time and man leave signs in wooded areas that tell a story to knowing eyes schooled in reading the woods. With the explicit directions found in this fascinating book, even the new "reader" can soon find and understand the clues left by nature and man.

Collier MacMillan, 160 p., 1969.

### Sharing Nature with Children

\$11.50

Joseph B. Cornell

(M — \$9.60)

A nature awareness guidebook for educators, parents, or anyone working with children in the outdoors; included are suggestions on how to be a good nature guide and how to choose the right game for the time and place. The activities detailed in the book are wholesome, uncompetitive, imaginative games which help the child actually experience what it is like to be a part of the natural world.

Ananda Publications, 142 p., 1979.



**Sunship Earth**  
Steve Van Matre

**\$22.30**  
(M — \$18.60)

The author's third major work in the area of environmental education — his first book, *Acclimatization*, came in 1972 and the second, *Acclimatizing*, in 1974. *Sunship Earth* unites the concepts of the first and the relationships experienced in the second into a special program to provide deep understanding of how all the passengers on Sunship Earth can live in harmony. It is a hard-hitting, carefully thought-out approach, one of the most comprehensive environmental education program ever developed.

American Camping Association, 265 p., 1979.

**You and Conservation — A Checklist for Camp Counsellors** **\$1.20**  
(M — \$1.00)

This pamphlet is intended to help the counsellor and his campers be aware of attitudes and simple practices which may add up to good camping and good conservation. It was developed by the American Camping Association's Conservation in Camping project and financed by Lilly Endowment.

American Camping Association, 12 p., 1971.



**PHILOSOPHY**

**Alternatives for Youth-at-Risk**  
Kendall I. Lingle

**\$1.60**  
(M — \$1.35)

An occasional paper by the Fund for the Advancement of Camping. This paper provides a summation of the types of alternative programs currently in sponsorship and provides some comparisons and estimations of costs, success rates, and information on financing.

FAC/ACA, 12 p., 1980.

**Camp Intergrouping — A Synthesis of Theory and Action** **\$5.70**  
Paul R. Gibson (M — \$4.75)

This unique book is written to help provide camp directors and other leaders with ideas for bringing together and working with diverse groups of children. Emphasis is given to the many aspects of the camp community which provide so well for the implementation of the principles of intergrouping. *Camping Intergrouping* suggests the components, steps and relevance of individual and group commitment to living together peacefully and productively in and beyond the camp setting.

American Camping Association, 84 p., 1974.

**■ Camping Research, Mystique or Meaning?**

**\$1.60**

Karla A. Henderson and M. Deborah Bialeschki

(M — \$1.35)

The authors present an overall view of current research in organized camping with examples of the types most used and their relevance to the camp director.

Fund for Advancement of Camping, 8 p., 1983.

**■ Enriching the Camp Experience**

**\$1.60**

(M — \$1.35)

Five private camps tell their integration story and Russell Hogrefe draws on their experience to point out some guiding principles which may be useful.

Fund for Advancement of Camping, 8 p., 1982.

**Group Experience: The Essence of Camping**

**\$1.60**

Robert and Mary Brower

(M — \$1.35)

An occasional paper by the Fund for the Advancement of Camping. Written by the co-owners of a summer day camp, the paper details the place of the group experience in camping and its resulting influence on campers.

FAC/ACA, 9 p., 1980.

**Interpreting Camp to Parents**

**\$1.60**

Moisy Shopper

(M — \$1.35)

An occasional paper by the Fund for the Advancement of Camping. The author provides, from his own past experience with the camping movement, details of the learning experiences a child encounters at camp and its consequent impact in terms of situations.

FAC/ACA, 8 p., 1980.

**Is Camp Administration a Profession?**

**\$1.60**

William B. Duncan

(M — \$1.35)

An occasional paper by the Fund for the Advancement of Camping. The author is currently the director of George Williams College Camp (Wisconsin) and is one of the first to take the Model A Camp Director Institute. He continues to participate on the staff of 20 institutes. He is well qualified to discuss the professional implications of the camp administrator.

FAC/ACA, 8 p., 1981.

**Kids in Trouble**

**\$7.45**

Campbell Loughmilla

(M — \$6.20)

Campbell Loughmiller is the father of therapeutic camping programs for his disturbed children, and the founder and director for more than twenty years of the Salesmanship Club Boys Camp near Dallas, Texas. He developed a program which has achieved an astounding eighty-five percent longterm success rate. His book details the program which he has developed: an overview of the process; education; groupwork processes; counsellor training; and guidelines for anyone starting a new camp to deal with disturbed children.

Wildwood Press, 94 p., 1979.

**(A) Modern Camp for the New Generation**

**\$1.60**

Kenneth B. Webb

(M — \$1.35)

An occasional paper issued by the Fund for the Advancement of Camping. The author discusses camps in relation to: challenge, sense of ownership, new life-style, character and simplicity, spiritual yearning today, and camp's greatest contribution.

FAC/ACA, 4 p., 1979.

**■ Organized Camping and the Future Research on Major Trends**

**\$1.60**

Karla A. Henderson and M. Deborah Bialeschki

(M — \$1.35)

An analysis of future trends in society which will affect the field of organized camping.

Fund for Advancement of Camping, 8 p., 1984.

**Summer Camps — Security in the Midst of Change**

**\$3.00**

Kenneth B. Webb

(M — \$2.50)

The author of *Light from a Thousand Camp Fires* and many other books and papers brings to leaders and parents alike the increasing relevancy of camping as an educational tool of great value to today's urban and suburban oriented children.

American Camping Association, 52 p., 1968.

**Uncertain Outposts**

**\$2.50**

James A. Mason

(M — \$2.10)

An occasional paper issued by the Fund for the Advancement of Camping. The future of camping and the challenge of its past is discussed by a camp director of 25 years experience.

FAC/ACA, 16 p., 1979.

**(The) Values of Camping**

**\$1.60**

Reynold E. Carlson

(M — \$1.35)

A statement of the values of camping as related to camping goals, youth needs, current social forces, and learning potential. Designed for use with board and committee personnel, as well as parents, and general public.

FAC/ACA, 8 p., 1975.



■ **Whatever Happened to School Camping?** **\$1.60**  
George W. and Louis E. Donaldson (M — \$1.35)

A paper which shows the impact which camping has had on education in the past and a discussion showing that the characteristics of school camping are still a vital part of camp programs today.

Fund for Advancement of Camping, 8 p., 1982.

■ **Year Round Camping Through Adventure Education Programs** **\$1.60**  
C. Woodson Baker III (M — \$1.35)

An occasional paper by the Fund for the Advancement of Camping. The author is the director of Camp Holiday Trails (Virginia) which serves children with chronic health problems. In the paper, he discusses adventure education in definition, outdoor adventure centres, and details developing a year-round program.

FAC/ACA, 8 p., 1981.

■ **Youth Development through Outdoor Adventure Programs** **\$1.60**  
Alan N. Wright (M — \$1.35)

A study of the long and rich tradition of outdoor challenge and adventure within the organized camping movement, as well as the upsurge in recent years of this type of programming. Outdoor adventure programs are analyzed by their elements and their potential for use in any camp situation.

Fund for Advancement of Camping, 8 p., 1983.



**\*(LA) SERIE  
COMMENT FAIRE**

Les monographies de 4 ou 6 pages

- **"Au camp: les plaisirs de la forme"** **\$1.00**  
Marjorie Booth, CCA/ACC, 6 p., 1982.
- **"Comment organiser un programme de voile"** **\$1.00**  
Catherine Thomas, CCA/ACC, 6 p., 1982.
- **"Comment promouvoir votre camp vacances"** **\$0.75**  
Derek Walsh, CCA/ACC, 4 p., 1981.
- **"(Le) Compostage pour le plaisir et le gain"** **\$0.75**  
Sam Hambly, CCA/ACC, 4 p., 1981.
- **"Techniques de camping d'hiver"** **\$1.00**  
Mors Kochanski, CCA/ACC, 6 p., 1982.
- **"Vers l'utilisation maximale du plan d'eau du camp par l'évaluation des installations et des activités"** **\$1.00**  
Jocelyn Palm, CCA/ACC, 6 p., 1982.

Un classeur d'ACC à feuilles mobiles disponible pour \$4.00. Inclus: votre choix de 2 monographies gratuites.



**SPORTS AND GAMES**

■ **\*Co-operative Games for People Who Love to Play** **\$11.95**  
Alan R. Davies (M — \$9.95)

A useful resource book containing over 100 new and adapted popular games. It is subdivided into drama, low activity, active, and small group games, for which 90% of them do not require any equipment.

Alan R. Davies, 75 p., 1985.

■ **(The) Cooperative Sports and Games Book** **\$13.80**  
Terry Orlick (M — \$11.50)

Players of every size, shape, age and ability will delight in this lively collection of over one hundred new games based on the idea of cooperation, not competition. Included as well are examples of cooperative games played round the world; games designed specifically for special education classes; and ideas for creating an endless variety of cooperative games on one's own. Wonderfully versatile, these games can be played indoors or out, in classrooms, on playgrounds, in swimming pools or in gymnasiums. There are no complicated rules, no equipment more elaborate than a ball, mat or net.

Random House of Canada Limited, 129 p., 1976.

■ **Creative Growth Games** **\$13.10**  
Eugene Raudsepp and George P. Hough, Jr. (M — \$10.95)

The authors of this book offer a challenge to think in different ways by presenting seventy-five stimulating games designed to test and expand one's creative powers and problem solving abilities. These games — numerical, verbal and spatial — are designed to increase perception and imaginative potential.

The Putnam Group, 195 p., 1977.

■ **Games for Grownups** **\$11.40**  
Marguerite Kohl and Frederica Young (M — \$9.50)

This collection of 162 games for adults and teenagers starts with a chart telling how many players and what equipment is needed; how long the game will take, and if it is an active or quiet game.

Simon and Shuster, 175 p., 1951.

■ **(The) Handbook of Recreational Games** **\$4.70**  
Neva L. Boyd (M — \$3.95)

Eighteen categories of games — pursuit and escape, hopping and jumping, throwing and catching, bouncing ball, throwing at a mark, intellectual, etc. Rules for common and uncommon games that are played by children everywhere.

Dover Publications, Inc., 128 p., 1973.

■ **Learning to Rock Climb** **\$17.90**  
Michael Loughman (M — \$14.95)

This book is an all-around introduction to rock-climbing technique, equipment, terminology, and ethics. It is the first climbing manual to instruct beginners from the modern standpoint of movement. Precise illustrations and black-and-white photographs complement this informative text.

Sierra Club Books, 160 p., 1981.

■ **More Creative Growth Games** **\$13.10**  
Eugene Raudsepp (M — \$10.95)

Eugene Raudsepp in the sequel to *Creative Growth Games* combines provocative fun with daring instruction. This entire new set of 75 games and exercises help one discover his/her creative capacities and problem solving abilities. There are visual exercises to expand persistence, concentration and originality; fantasy games to free the images stifled in the unconscious and elaborate mind teasers to unleash new ways of thinking.

Putnam Publishing Group, 201 p., 1980.

■ **More New Games and Playful Ideas from The New Games Foundation** **\$12.65**  
Edited by Andrew Fluegelman (M — \$10.55)

*More New Games* picks up where the best selling *New Games* left off, with rules for 60 new games, new approaches to participation and winning, essays on game creation and adaptation, a capsule version of *New Games* training and an expanded and updated resource guide to publications, organizations, and equipment.

Doubleday, 190 p., 1981.



### **(The) New Games Book**

Andrew Fluegelman, Editor

**\$13.50**

(M — \$10.95)

"Play hard, play fair, nobody hurt" is the motto of *New Games*. This is a collection of games old and new and borrowed from traditional favourites — with a new approach. Delightfully written and illustrated with charming pictures the games are explained in specific and easily followed instructions.

Doubleday, 193 p., 1977.

### **(The) Second Cooperative Sports and Games Book**

Terry Orlick

**\$15.50**

(M — \$12.95)

The second volume of the *Cooperative Sports and Games Book* is "twice as big and twice as much fun." In it, Orlick introduces an entirely new round of over 200 active games for indoors and out, and for players of all ages, sizes and abilities. There are both original games and new ways to recycle such traditionally competitive sports as dodge ball or field hockey into fun-for-all challenges. There are: special pointers on teaching cooperative skills to teenagers and adults, a chapter on games to play with toddlers, ideas for making your own playground equipment.

Random House of Canada, Limited, 267 p., 1982.

### **■ Silver Bullets**

Karl Rohnke

**\$24.70**

(M — \$20.60)

A Guide to Initiative Problems, Adventure Games, Stunts and Trust Activities. A fascinating collection of activities by the author of *Cowstails and Cobras*. Each activity is coded by symbols to indicate: an outside activity, an indoor activity, either indoor/outdoor, activity level high, activity level not so high, needs props, no props necessary. The activities have all been used effectively by a variety of teachers, counselors, therapists, camp directors and church leaders who have all wanted an effective, engaging way to bring people together to build trust.

Project Adventure, 186 p., 1985.



## **TRIPPING**

### **■ Basic River Canoeing (The New Edition)**

Robert E. McNair, Matty L. McNair, Paul A. Landry

**\$9.80**

(M — \$8.20)

Extensively revised by the original author, Bob McNair, with his daughter, Matty, and his son-in-law, Paul Landry, the new edition retains the genius and spirit of the original as a concise and explicit instruction tool for whitewater canoeing instructors and as a basic book for canoeists without former training. The revision also continues with a wealth of illustrations demonstrating techniques, and it continues to be an expression of the joys of whitewater canoeing. Black and white illustrations demonstrate techniques throughout the text and depict various types of equipment. *Basic River* is a popular teaching book among canoe outfitters and liveries who teach beginning river skills and is widely used, as well, by canoe clubs and whitewater training schools. It also is in frequent use as text for college courses in river canoeing.

American Camping Association, 81 p., 1985.

### **Guide to Canoe Camping**

D. Bruce Johnstone

**\$8.15**

(M — \$6.80)

From his long-time experience in camping in the canoe country of Minnesota, Wisconsin and Canada, the author has provided a detailed handbook of information on canoe tripping. He includes information on planning, suggested trips, paddling and strokes, food and camping supplies, canoe travelling, portaging, and campsites and making camp. The final chapter

contains valuable tips gleaned from his travels. An excellent manual for a leader planning a canoe trip or as a resource for a camp canoe tripping program.

American Camping Association, 64 p., 1980.



## **WOODSMANSHIP AND CAMPING**

### **(The) Campcraft Book**

Catherine T. Hammett

**\$8.15**

(M — \$6.80)

A revised and updated version of the original *Your Own Book of Campcraft* first published in 1950. Prepared as a guide to teenage girls and boys for their first camping experience, the book has been widely used as a background book for ACA's Outdoor Living Skills course. A handy, authoritative source on campcraft skills, the book will be of practical value to anyone, young or old, who wants to go camping for the first time.

American Camping Association, 160 p., 1980.

### **Emergency/Survival Handbook**

Robert E. Brown

**\$5.95**

(M — \$4.95)

A hip pocket size book of emergency procedures for anyone at home, office, camp, boat or bush. In addition to providing information, the orange cover can be used as a highly visible signalling device, it is also wax impregnated to serve as a fire starter; the mylar centrefold can also be used for signalling or as a light intensifier or mirror. Comes in a waterproof pouch-pack.

American Outdoor Safety League, 45 p., 1979.

### **Outdoor Living Skills**

The Outdoor Living Skills Program is the American Camping Association's internationally known program for teaching successful outdoor living based upon the knowledge, skills and attitudes acquired only through actual experience in progressive stages. Integral parts of the program are the promotion of understanding and appreciation of the beauty of the natural world, the wise use of natural resources, the application of health and safety practices and a sense of achievement and fellowship. Since the entire OLS Course can only be taught by ACA certified OLS instructors, the usefulness of the following two books can only be that of reference manuals.

#### **• OLS Instructor's Manual**

**\$9.10**

(M — \$7.60)

An outline by which a certified instructor can teach the OLS program. The purposes and objectives of the program are covered along with teaching plans for the topics in the check list.

American Camping Association, 81 p., 1979.

#### **• OLS Guide for the Director of Instructors**

**\$6.60**

(M — \$5.50)

Serves as a reference tool: what to do, when to do it, and is a stimulus in developing the content and methods to be used in an instructor workshop.

American Camping Association, 12 p., 1980.

### **Outdoor Safety & Survival**

B.C. Ministry of Lands, Parks & Housing

**\$5.95**

(M — \$4.95)

This pocketbook is a wonderful resource for any outdoor enthusiast. The chapters give a thorough overview of basic information on a common sense approach to preparation for outdoor activity: Survival Psychology, Clothing & Equipment, Travel, Hypothermia, So You're Lost, Building a Fire, Building a Shelter, Health and First Aid, to name a few.

Douglas & McIntyre Ltd., 153 p., 1984.



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3. Such understanding of the important contribution camping has to make that we are heartily in accord with its philosophies, aims, objectives, and ideals.
4. Awareness of what we as a group are accomplishing and how we are accomplishing it.
5. A whole-hearted desire to put self aside and work toward a worthwhile goal regardless of minor distractions or possible conflicting personalities."

In other words these individuals must be made aware of the fact that they are members of a group – that there is power in a genuine group spirit; that in working together toward a common goal there are strength and influence which far outweigh that of any individual.

How can this be brought into being?

First. By gathering together as a total staff group with regularity, free from distractions for the time being, and in a suitable environment. Size of space, comfort, light, etc. all enter into this.

Secondly. By thinking together on such broad subjects as – why are we here at this camp? What do we hope to achieve for every child? What experiences do we hope every child will have at camp? What can we do about juvenile delinquency?

Third. By problem-solving as a group in the area of small, specific problems. First – what problems do we have in camp? How can we see that everyone is quiet after taps? How can we keep the camp tidy? How shall we get the trunks packed and luggage organized for shipment home? What can we do about the weather? Some of these things may seem a waste of time; any experienced camp director or programme organizer could outline it more efficiently in half the time and tell everyone else how to get it done. But, the value lies in the experience we are having as a group. We as a group can solve our problems. We form the habit of thinking of ourselves as we. We carry out the decisions that we have made with an entirely different spirit from the way we carry out crisply given instructions from a superior. Now I am not suggesting that every single item of the camp operation be a subject for debate. What I am suggesting is that enough of this group thinking be done that the group forms the habit of making and abiding by group decisions. May I also hasten to state that I am not suggesting that the counsellor group be involved in formulation or change of fundamental camp policies unless the director wishes this.

Most groups are not ready for big things first – they should then start with little problems and work up to the larger and more profound ones. Earlier you may have noticed that the *total staff* was involved in this group thinking. Senior staff members or counsellors of many years' experience should not be excused on plea of more important duties or of having been through this many times before. Through contact with the maturer thinking the young person gains wisdom and stature in thought, judgment and attitude. Senior staff must, like the director, appreciate their own role in this group-unification process. Never must one become intolerant

of the ideas of the younger staff members. They have a right to a hearing. Very frequently, since they are closer to the campers in age and feeling, they have the solution to a problem right within their recent experience. Senior staff find here an opportunity to learn the temper of the group and realize the areas in which they can be of greatest help. When you overhear a counsellor saying "this is the way we are going to do it – we've talked it over and we have decided upon this plan", then you know that here is a counsellor who is identifying himself with his group.

Fourthly, let us consider working together, as a tool in this group-awareness business. It is wise to have, very early in the season, some project which the entire staff conceives, plans and executes – something completely apart from the regular everybody-in-his-job camp routine. This can be something as essential as developing a smooth flawless plan for meeting all the campers, seeing them through the unpacking, sight-seeing, letter-home, first meal, entertainment, and off-to-bed routines of the first day of camp. It can be a counsellors' show for the entertainment of the campers, or a fabulous all-day enterprise for the first or second rainy day of the season. It should be a project in which everyone participates, and in which opportunity for solo star roles is practically non-existent. At the close of such a completed project each member of the staff, exhilarated with success, looks at all other staff members with new appreciation and one feels the glow of "Look what we did!" One can almost see the group swell in assurance as we take time to evaluate the completed event.

Fifthly, Evaluation – not necessarily called by that formal term – is also a most valuable tool. How did we do as a group? In what area could we have done better? What were our best points? How should we do it next time? Enough of this should be done with any group to teach the procedures and help form the habit of unconscious self-evaluation. And part of this evaluation must always be discerning praise and appreciation for the success of the group's effort. No director or supervisor should confine his words to the type of criticism which tears apart and does not build up.

Sixthly, Another valuable tool in promoting this feeling of group strength is playing together. Of course you have provided a staff room, but do not overlook regular parties for the whole group, not too highly organized, a chance for conversation and sitting around a fire and singing – and eating. Remember that your counsellors would like the opportunity to know you as a person as well as a camp director. It is not enough to keep open house in your cabin – be sure that every counsellor gets there. "All work and no play makes Jack a dull boy" is very true of counsellors. And when we live in a closed community we must be very sure that we see that play goes on. If someone says: "Some night we should have a cribbage tournament" – seize on it and say "Let's – when shall we do it and how shall we organize it?" A happy group of counsellors in turn transmits happiness to the campers.

We have pointed out the morale building effects of thinking, working and playing together.

We cannot over-emphasize their importance. Now how shall we educate this group? Both camp directors and counsellors are busy people. We could easily spend eight full weeks in counsellor training sessions only – but all of us have other duties. How can we make the most of our time and of the counsellors' time?

Now let us proceed: We have a camp, a philosophy of camping and a number of children to look after. In order to decide what this group of counsellors needs to know we must first have clearly in mind what we expect our camp to accomplish for each child. We must have worked out for ourselves an administrative structure which will cover every phase of the camp's operation. "A healthy happy outdoor experience" is a very pretty phrase. But a camp director should know about a hundred thousand sub-headings to list as the ingredients which make up a healthy happy outdoor experience. These ingredients are the things that our counsellors need to know:

How to teach swimming, canoeing, sailing, handicrafts, firebuilding, cooking, square-dancing, etc. in such a way as to fulfill the fundamental philosophies of this camp.

How to motivate, discipline, lead, understand, educate and protect campers.

How to do all the above and fill out a mass of forms in twenty-four hours per day.

And so on ad infinitum. This is again an area requiring much dedicated thought on the part of the Director. We must have a concept of every job in camp. A realistic understanding of just what we are asking and expecting these counsellors to do. We learn much right on the spot, but this is not enough. This is a very good way to employ ourselves during the winter months. This is the time for reading and research, for unhurried thought and contemplation. Having outlined carefully what we feel this staff needs to know, let us consider what tools we can employ to transmit this knowledge.

1. Staff manual with all the routine procedures, rules, regulations, time tables. What do we do on laundry day? Suggestions for evening programmes – perhaps a list of games.
2. Handbooks for specific areas of the camp.
  - a. The section – different of course for each section.
  - b. Each activity – including the Health Centre.
  - c. Miscellaneous – how to run the camp banquet; how to handle the regatta; Publications prepared by others – mimeographed material; ACA and OCA publications; A camp library with good reference books.
3. A series of talks – inspirational if possible – and on a challenging intellectual level; spread out over the entire summer and delivered at the most opportune moment. These should be so designed that they always convey the philosophy of the camp.
4. Evaluation as mentioned before. How are we doing? Every group needs to know this. It needs praise as well as derogatory criticism. It needs an outside life such as that thrilling letter of gratitude and praise you received last week from a parent – read it to them, keeping it anonymous of course.



## Counselling – Continued

5. And don't overlook the demonstrations and instructive talks planned for campers. It is possible to teach in one operation and at one time every soul in camp how to do certain things – care for a paddle – watch a sailing race intelligently, identify a plant, etc.
6. Remember to provide opportunities for learning by use of bulletin boards – visual aids.
7. Remember to use every technique you have ever learned for transmitting knowledge. Seeing, hearing, doing; the laws of cause and effect, of repetition, of spaced learning, the whole versus part learning. Change your style – use humour, solemnity, emotion, drama. Only please – never, never descend to sarcasm.
8. Very frequently counsellors teach other counsellors, for example at a special session on how to cook around a campfire where those who are skilled can provide hints for those not so skilled.
9. General Staff Meetings – which should be frequent, brief, businesslike and thoughtfully organized. One could write volumes on the subject, but briefly:
  - a. Their content should be of importance to every person present – not devoted to solving the problems of one activity of one section of camp, nor to making up the daily programme. When the swimming staff has a problem which concerns every member of the counsellor staff (such as safety procedures out on picnics, cookouts, etc.), then it should bring the final phases of that problem to a staff meeting. The Head of Programme should bring only unavoidable final details – never should the daily programme be planned *en masse* unless one is seeking suggestions for the planning of some unusual day – when the thermometer has suddenly risen from 48 degrees to 110 degrees.
  - b. This is the time for making known things such as: food for the special cookout will be ready at 4:30 p.m. It will be packed in cardboard boxes and will have the counsellor's name on the box. Need for volunteers to help with some special project. The new system for waste paper collection. The visitors who may be expected in camp today.
  - c. Counsellor training – 5 minutes on any subject – or any phase of the camp operation – by director or some qualified person.
    - What is leadership.
    - What to do about "mush mags" and comic books.
    - Why we teach children to be courteous – or tidy, etc.
    - Open your eyes to nature.
    - Vandalism.
    - Homosexuality.
    - Discipline.

Over the years one learns what subjects may arise – back to the notebook again. Outline these classical gems you produce and keep them to help you in future years.

General staff meetings should also be flexible

**Twist and shout.  
Move it all about.  
Fitness is in.  
Fatness is out.**



**PARTICIPATION**

enough to allow greater time when a problem arises which is going to take thinking, discussion and decision; not time gained by lengthening this meeting now in progress; time gained by telling the group to think this over and return tomorrow prepared for intelligent discussion. Then whittle down the agenda for the next day, whiz through the absolutely essential details and say "now for that problem". Sometimes the problem is such that it seems best to appoint a committee of knowledgeable people to appear at the next staff meeting with the material for discussion outlined. Incidentally – a camp director can learn a great deal about current university thought on psychological and sociological and educational matters by asking staff members to "tell all of us what the Psychology Dept. at McGill teaches on this matter".

General staff meetings can also be dedicated to various aspects of camp life, i.e. the counsellors of one particular section of camp may be given an opportunity to outline for the rest of us the ways in which we can help the campers of their section.

In other words, ideally every staff member should come out of each meeting feeling that she has learned something, or has contributed to the general learning of the group.

### *Smaller staff meetings*

*Sections:* With section head responsible for conveying information which pertains to that section.

Discussing problems which arise within that section.

Then the section head can winnow from this the problems which should go to the health dept., the director, the general staff, etc.

*Activities:* Where there is a staff of more than two, it needs to sit down at least once a week and evaluate its progress to date, make future plans, and iron out current problems. (i.e. are we all teaching this stroke the same way and seeking the same standard of performance).

*The Camp Council,* Executive body, etc. Composed of some such personnel as section heads, head of waterfront, head of programme, etc. and the Director. Here the Director can seek guidance as to what is needed, can learn counsellor and camper problems; here broad, general plans can be projected – but never carried out over the heads of those concerned.

With the exception of this "Organization" it is my feeling that if all the nagging little details are so cared for, we are left free to devote our energies to the larger areas of true accomplishment.

We have talked of the education of our counsellor staff – naturally we wonder how to supervise it. Methods here are as widely varied as the educational backgrounds of directors and section heads. My suggestion would be to use the administrative structure of the camp itself. A section head can be held responsible for knowledge concerning every counsellor and every camper in that section. The head of swimming can be expected to assess the progress and success of every counsellor and camper under his guidance. These individuals in turn bring their findings to the administrative council for discussion and consideration by the director. A word of caution to the Director: only God Himself could have sufficient insight into human nature and character to fill out some of the



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evaluation forms that comes to one's notice. It has been my experience as a director, that by informing these supervisors as to what material is useful and what is not can avoid setting up a system which invites the supervisor to hyper-critical observations, and delving into personalities almost to the extent of psychoanalysis. What we need to know really is - is the job being done well? If not why not? What are the best areas of job performance? How can we help the staff? The Director must always bear in mind that these supervisors are human, there may be personality clashes which colour the true picture; the director must observe for himself, must be quick to detect and iron out difficult areas. Always one must strive for detached and objective observations. In any area of human relationships subjective discussion of personalities is a trouble breeder. And always, the follow-up work should be conscientiously and helpfully fulfilled if the unity of the staff is to be maintained. As I mentioned before, this Executive Council, with its position for wide-spread observation can keep the Director in touch with the feeling of the various camp areas. If a director is informed that there are heated arguments going on over such and such a topic, he does not need to be told all the little details, he can find out for himself. If he is told that in certain areas of camp no work is being accomplished he can go and observe this for himself. A camp director must be humble and receptive enough too to accept criticisms of his own actions and judgment. We too are human - we can be thoughtless and apparently unfeeling in our dealings with others. We should be thankful that we have staff members loyal and courageous enough to tell us these things. This knowledge of trouble spots, together with what we have learned in other years will help us with the discipline of the counsellor group.

Generally speaking, a well-knit group with high morale does most of its own disciplining through the simple expedient of group pressure. These things are done - these things are not done. By and large you could probably name right now the type of problems which will arise with next summer's counsellor group. They may be such as: dissension, lack of cooperation, care of equipment, the mid-season slump; cliques, inequalities of labour, hours, privileges; the third successive day or rain; insufficient sleep and rest; use of time off; relationships with other groups outside the camp; the camp director himself; conflict with the kitchen staff; etc., etc. How shall we deal with these things?

First of all, let the group know ahead of time that you know that many of these problems will in all probability arise. Perhaps before they even rear their ugly heads we can devise solutions. This is a good time to seek guidance from the group - when there is no real trouble. Its judgment is then objective, there is no personal involvement. At this time too the staff is very receptive to the thinking and solutions from other years.

But unforeseen problems always arise. How do we cope with these? First of all we must acknowledge that a problem exists. We must not turn our backs and refuse to see it. Remember

**See Counselling - Page 10**



# CAMPING ADVISOR

We had some excellent meals at camp this summer and several, prepared by our chef, were Chinese. What a welcome change! However, we began discussing this fact vs. myth item: does one's appetite really return faster after a Chinese meal or is that a myth?

J.S., Squamish, British Columbia

It's a fact! Your appetite will return faster after a Chinese meal. Here's the reason: fat is very necessary for human health, but as we all know, too much of it can kill you. The body needs fat and stores fat - it's a tremendous source of energy, supplying more than double the amount of energy supplied by proteins and carbohydrates. Body fat is important in that it provides a cushion of support for our vital organs and protects them from injury. The bad news is that we're terribly conditioned to fear an excess of body fat, feeling it is unsightly and unattractive. And most of us get too much fat in our diet anyway; while butter and margarine are obvious fat sources, less obvious is the fat we consume through milk, meat, junk food, pastries etc. As a matter of fat (sorry, fact) 42% of our daily caloric intake is comprised of fat. Our body doesn't even need to ingest fat to get fat; we convert it naturally from proteins and carbohydrates, especially if you eat more calories than your body requires on a daily basis.

Fat makes food smell good and taste good and it certainly improves its texture. To answer your question specifically, fat ingestion helps to satisfy our appetite and delay the return of those "hunger pangs". Since Chinese food is extremely low in fat content, one feels hunger soon after such a meal.

\* \* \*

You have addressed jogging versus running in the past. We are great believers of walking for health and fitness. Is walking not a healthy, viable alternative that anyone in the population at practically any age can enjoy?

L.C., Belleville, Ontario

Absolutely! Listen to this following documentation from an insert in *Fitness, Nutrition and Sports* (1985): "Everyone's rushing to get into better shape physically. So many people run there. But it's smarter to walk. Because of the shape, structure, and flexibility of the human skeleton, walking is the human body's most natural motion. Walking is aerobic, improves circulation, relieves stress, and reduces body fat. And while walking burns about the same number of calories as running, it's injury-free. Running places 3½ to 4 times more pressure on the muscles, joints, and bones, so runners risk an injury rate between 60% and 75%." Okay? Start walking!

\* \* \*

An increasing number of staff members at our camp are bringing their ten-speed bikes up to camp for the summer. As well as being transportation in and out of town, a number of our staff ride for pleasure and/or fitness. I've just received two requests from parents of campers (14 and 15 years old) who are asking whether or not their sons can have an opportunity of bringing their ten-speeds to camp and riding them on a regular basis. I am worried about setting a precedent, not to mention the fear of accidents, the worries over liability, supervision etc. Any suggestions?

P.S., Thornhill, Ontario

I would tend to agree with you: say no! In the first place, you would be covered from a legal point of view on your liability insurance, provided of course, adequate supervision was maintained at all times. The greatest danger lies in the fact that anyone who bicycles in camping country almost necessarily must bicycle on a road meant for automobiles. It's just not worth the risk! Added to that, there is an increasingly precarious situation evolving in our cities where bicyclists and motorists are waging an all-out war. Usually this war takes the form of words written in editorials by bicyclists who are anti-motorist or motorists who are peeved at bicyclists. Just read the daily editorial comments in newspapers in Toronto and Vancouver and you'll see what kind of nasty sentiments are being expressed. Accidents are definitely on the increase but one could argue that more bikes than ever before are on the roads so it obviously makes sense. It makes sense to me that whenever a bicycle and an automobile are on a collision course, the bicycle (and cyclist) will always get the worst of it. Until this country has adequate lanes for bicycling and motorists and cyclists have a mutual respect and understanding, you've got to have rocks in your head to hop on a bike - day or night - and challenge city traffic. The situation at camp may not be as bad right now, but a lot of motorists who drive on roads around our camps re city-dwellers who are visiting cottage country and a lot of them are unfriendly (attitudinally) toward cyclists. If it sounds like a lot of fuss over a small issue, contact your local police department nearest your summer camp and ask them about motor vehicle-bicycle accident ratios. Your mind will probably be made up for you.

LET'S  
SEE YOU  
DO IT...  
OUTDOORS!



LET'S  
SEE  
YOU  
DO  
IT!



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## Counselling - Continued

this staff is influencing the attitudes and judgment of the children under its care. This camp is dedicated to the welfare of children. It must not harm or neglect them. Having acknowledged, we must explore this problem and seek for a solution. This exploratory discussion is best done by the senior group, the executive council. It can perhaps suggest several solutions. Then these findings should be taken to the larger group for consideration and decision. The group will realize where duty lies. Again we must use our judgment - is the problem one which deserves such solemn treatment? Or is it so fundamental that decision rests with the director alone?

Finally, not only in the matter of discipline but in all our staff relations, we are expected to be fair, consistent, sympathetic, understanding and democratic. These are the self-same qualities we recommend that the counsellors cultivate in their relations with the campers. We can strive for no higher goal than that we always treat our staff in the manner that we ourselves would wish to be treated if we were counsellors, and someone else were our director.



# CAMPING ... A RETROSPECTIVE

## Canadian Camping Association Comes of Age

By: Douglas G. McEwen

Reprint of a feature article from Canadian Camping, Autumn 1967 in which the CCA President of that time shared his thoughts about the Association.

I would like to discuss three major areas of concern which I feel face our Association at the present time and must be dealt with within the next two years. These are:

1. Services the Association must provide.
2. Internal organization of the Canadian Camping Association.
3. Relationships of the CCA with kindred organizations and government.

### Association Services

With the adoption this year of a set of Desirable Practices, camps now have a guide from their camping association. This is just the first step. The following things are now required:

1. Regular visitation of all camps through their Provincial Associations.
2. A shift of emphasis to training of leadership to assist camps to make sure that the experience they provide is more than just a safe one. In co-operation with universities or alone the development of a certification system by CCA of camp directors should be begun immediately.
3. Aggressive representation by the camping association to seek government assistance in facilities, health and sanitation, and camper assistance. Further assistance must be sought to conduct study and research in camping as an important educational and recreational program.

Generally, other areas also need development:

1. The Canadian Camping Magazine - my own judgment is that this is an excellent magazine, at present, designed for popular readership of camping personnel. I would suggest that CCA also needs to find a means of publishing regularly research being done by camping people or even find the means by which research can be stimulated, aided and results shared among Canadian camps. Further, there seems to be a feeling that a wider readership is possible for the Canadian Camping Magazine by encouraging individual subscriptions as well as the automatic distribution through membership. This is a responsibility already assigned to the CCA.
2. Training programs - in addition to continuing training of leadership, as is the case with forthcoming regional training workshops sponsored by the CCA with assistance of the National Fitness and Amateur Sport Branch, there needs to be more specialized training to meet specific needs of day camp personnel, church camp groupings, and private camp operators.

### Internal Organization

For the first 20 years of its life the Canadian Camping Association's strength has lain in strong provincial associations. There are many advantages to this. I would hope that this will continue. There is, in addition, an increasing role for the Canadian Camping Association to form liaisons with other National bodies and with the Federal Government, and an increasing need is becoming evident for a national office to be developed. More and more the need for a full-time executive officer has become apparent during the past four years while the CCA executive has been in the Western Provinces. Because of the immense sacrifice of volunteer effort on the part of many people, much has been done. But much remains to be done.

In order to extend its services, strengthen the internal organization and represent the Canadian Camping Association in broader relationships, I feel that a full-time Executive Secretary should be employed and supported by necessary stenographic assistance.

Another internal problem of our Association is that at present the entire National Executive resides in Manitoba. This proximity of people ensures that a meeting can be called and run on short notice and at little or no expense. Information as to decisions about to be taken is shared with Provincial Associations but frequently no response from Provincial Associations is taken as assent and further many people are not consulted when such decisions are considered. Annually your Board of Directors meets and at that time the voice of each camp can be heard through the representatives of Provincial Camping Associations. Despite disadvantages which are inevitable from the point of view of cost, I believe that the time is approaching when your Board must meet at least quarterly in addition to regular meetings of a National Executive which is located either in one province or spread geographically across the country. Our history shows a very real sensitivity on the part of past National Executives to regional concerns but sensitivity is not enough for our Association to be effective. Representation of your concerns and communication between members and officers is necessary if the Association truly seeks to serve the needs of its members.

Another concern is that there are still camps and groups of camps who have not sought membership in the National Association. No Association exists in Saskatchewan, some camps in the Maritimes are not members of the Association and the French section of the Quebec Camping Association are still not members of the Canadian Association. Constructive steps should be taken as soon as possible to give all camps in Canada the opportunity to participate in the affairs of our National Association which is increasingly speaking for all of Canadian camping.

### Relationships

Camping is not a word that is clearly understood in the English language. The dictionary suggests that camping is "pitching tents and resting". To a family travelling from Toronto to Vancouver camping is one thing, to an operator of a trailer park, camping means something else; to an agency providing an experience for children, camping is something else again. Because we are called the Canadian Camping Association many people view us in many different ways. Even at the Symposium of Recreation in Montreal among a group of 25 people concerned with the use of leisure, the major issues raised by Kirk Wipper were not discussed because of an involved discussion that developed as to what was meant by the word, camping. The time has come for our Association to define itself to the public. Further, the question of relationship with groups doing "camping" must be studied and decided upon.

Another form of relationship is growing. The relationship is one between federal government and your Association. The Centenary Journey project, now in its final stages, received a grant of \$12,000.00 from the National Centennial Commission. Travel grants for members of the Board of Directors to attend Annual Meetings have been received from the Fitness and Amateur Branch of the Department of National Health and Welfare and a sizeable grant has been received for the conduct of five regional training events from the same source. The CCA has been invited to be a part of a technical sub-committee to the Advisory Council of Fitness and Amateur Sport and as such to submit plans for long range development to which the Federal Government might consider making grants. We are an organization worthy of support, funds are available, and it is now time for us to state clearly where we are going and what we are about.

### In Conclusion

I am impressed that the Canadian Camping Association is a large organization representing a vital program for Canadians and I feel that we are confronted with great challenges which, when met, can mean improved standards of camping, better trained and qualified leadership in camps and a strong voice in councils planning to meet the needs of Canadians.

I am impressed that the time has come for your National Executive to assume a role of creative initiative. Shortly, you will receive several papers outlining proposed action by the Canadian Camping Association. Your reaction to these papers is important and should be communicated through your provincial association or directly to me as your President.

Finally, your executive is impressed that the CCA is an association of members joined together for common purposes and hence that all of us as members must be concerned with and have a voice in policy and program. I, for one, look forward to the Association.





canadian camping association  
association des camps du canada

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# CAMPING ... THE LAST WORD!

## WHO IS THE CCA?



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